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ABSTRACT

This paper reports on a continuing research project on metaphor in the language of teachers, and describes the ways in which an academic mainframe computer is being used in this research. Because the substance of the research and the computing procedures used are closely related, they are not readily separated. Following early sections dealing with the objectives of the research, its theoretical bases, and the data itself, the paper is divided into the following sections: "Method I," which contains an overview of the mainframe system and of the editing system-product used in the research, and which describes such matters as data entry, file identification, and the initial searching of the data; "The Metaphor: Lesson as a Moving Object," which describes one metaphorical figure recurring in the data of the first teacher, and how this figure relates to other figures: "Method II," which introduces further computer techniques for locating other metaphorical figures in the data; and "The Ontological Metaphors," which describes a set of major figures in the data of the first teacher. Two further sections offer comparisons of "Lesson as a Moving Object" and "The Ontologicial Metaphors" as they appear in the data of a second teacher. The paper concludes with an account of the limitations and significance of the current work and plans for the continuation of the research. (JD)

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# TEACHERS' PROFESSIONAL KNOWLEDGE: A STUDY OF METAPHOR

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## Introduction

There are two tasks to be accomplished in this paper. The first is to report on a continuing research project on metaphor in the language of teachers, and the second is to describe the ways in which an academic mainframe computer is being used in this research. Because the substance of the research and the computing procedures used are closely related, they are not readily separated to meet these two purposes. So, following early sections dealing with the objectives of the research, its theoretical bases, and the data used, the paper is divided into the following sections: "Method I," which contains an overview of the mainframe system and of the editing system-product used in the research, and which describes such matters as data entry, file identification, and the initial searching of the data; "The Metaphor: Lesson as a Moving Object," which describes one metaphorical figure recurring in the data of the first teacher, and how this figure relates to other figures; "Method II," which introduces further computer techniques for locating other metaphorical figures in the data; and "The Ontological Metaphors," which describes a set of major figures in the data of the first teacher. Two further sections offer comparisons of "Lesson as a Moving Object" and "The Ontological Metaphors" as they appear in the data of a second teacher. The paper concludes with an account of the limitations and significance of the current work and plans for the continuation of the research.

## General Objectives and Theoretical Orientation

The present research is lodged in the area known as teacher cognitions, teacher thinking, or even teacher beliefs. Within this area, the present study is directly concerned with teacher's knowledge, especially that knowledge that may not be propositional but may be influential to the ways in which teachers practice professionally. It is assumed that this knowledge constitutes the teacher's construction of his or her professional world, and that this construction is evident in the language the teacher uses to talk about that world. It is further assumed that this language is not necessarily literal, and that its metaphorical content is a significant signal about a teacher's own theories about classroom work, these theories being part of the teacher's constructions.

The theoretical perspective for this research is discussed fully in an earlier paper (Munby, 1984), so only a brief account is given here. The concept of metaphor holds an intriguing promise for understanding constructions, because recent work has established that metaphor is far more than a linguistic entity: it is a process by which we encounter the world. Schön (1979), for example, argues that metaphors are generative, that they are "central to the task of accounting for our perspectives on the world: how we think about things, make sense of reality, and set the problems we later try to solve" (p.254). Reddy (1979) applies Schön's notion to language, arguing that the metaphors we use to talk about human communication encourage us to think of it as a conduit. Metaphors such as "Your concepts come across well," and "He put his ideas into

words" portray communication as a simple matter of transferring thoughts and feelings. Lakoff and Johnson (1980) extend this view of the influence of metaphor, arguing that human thought processes are largely metaphorical and that "the human conceptual system is metaphorically structured and defined. Metaphors as linguistic expressions are possible precisely because there are metaphors in a person's conceptual system" (p.6).

The promise of "metaphor" for research into teachers' constructions is clearly reflected in the general objectives of the overall study:

1. To develop a classification of the metaphors used by a small group of teachers in interview discourse.

2. To determine if there are linguistic relationships between the metaphors used by a teacher in several interviews.

3. To explore the usefulness of this information for developing the basis of an account of each teacher's construction of his or her professional world.

4. To determine if the metaphorical statements are related in a way that suggests the possibility of using the concept of metaphor for understanding the professional knowledge of teachers in general.

Naturally, the theoretical orientation of the study leans heavily upon contemporary study of metaphor. Thus, the the category system developed and supported by Lakoff and Johnson (1980) becomes the principal theoretical framework for identifying and treating metaphors in the available data. Two of their categories are especially pertinent: spatial/ orientational metaphors (e.g., the future is "ahead," emotions are "up" or "down"), and ontological metaphors (e.g., arguments are structures that "stand" or "collapse," mind is a "container," and communications function as conduits).

## Data for the Research

The purposes of the study call for an intensive examination of teachers' speech, and this has implications for the amount of data required. Because there is a possibility that a teacher might employ different metaphorical figures at different times and under different circumstances, especially if the subject matter of interviews varies, there is always the chance that some of the metaphorical figures that appear in speech are incidental and unstable, and so cannot be supposed to reflect a consistent construction of reality. Also, it is possible that a major construction of reality is manifested by rather different forms of the same metaphorical figure, and that the links between such forms might be missed if the sample of language being analyzed were small. These problems suggest that although the research is exploratory, it requires a considerable amount of data. Accordingly, the decision was taken to work with a large number of interviews with a small number of teachers.

Data for this study are borrowed, with permission, from a major N.I.E. study of eight middle-school teachers in the southwest. This study involved intensive

interviews and a large number of classroom observations and videotaping of lessons, the latter being used in stimulated recall interviews. The data used in the present research consist of transcribed interviews with five of these teachers. The transcripts are of stimulated recall interviews and repertory grid interviews, totalling 28,474 lines. The analysis reported in this paper is of the interviews with two of these teachers. Figure 1 shows details of the interviews used in the study.

Stimulated recall interviews with each teacher were conducted as videotaped recordings of his or her teaching were being viewed. Thus, these interviews contain responses to questions about ongoing teaching. The repertory grid interviews were built around the following targets: background and views, administration and community, student misbehavior, and a sorting of students. Typically, repertory grid interviews were in two parts held on successive occasions. Although a total of 17 scripts of interviews with Alice, the first teacher, are available to the study, only 11 (7,081 lines) were used in the computer searches of this study. (The omitted scripts were of "follow-up" repertory grid interviews, and presented little more than a repeat of the categories found in the initial repertory grid interviews.) There are 7,660 lines of interviews with Bryn, the second teacher. Each set of interviews spans at least four months.

## Method I

"Pencil and paper" examination of data in the quantity available to this study is unthinkable, so the research plans called for the use of the academic mainframe computer at Queen's University. This section begins with an overview of the computing environment, and then describes the essentials of the system product used in data searching. Procedures for entering data and identifying files are given. This is followed by a description of the search strategies developed for the project, and of the procedures for identifying the terms searched in the first run through the data set.

### The Computing Environment and XEDIT System Product

The academic mainframe computer at Queen's University has at its heart an IBM 3081-G processor capable of executing 10 million instructions per second. The system, known as VM/CMS for Virtual Machine/Conversational Monitor System, is accessed through about 1,000 terminals and other devices, allowing individual users to establish their own computing environment. Normally, each faculty user is given a unique USERID (protected with a secure password), is allocated an A-disk of half a megabyte of storage, and has access to system disks of programs and to the tape archives for additional storage.

There are four USERIDs available to the present research: mine, those of the two graduate research assistants, and one for the study itself, this having a password shared among us. Initially, this arrangement allowed an operator to enter and archive the interview data without preventing others on the team from

| Teacher | Type of Interview | Date Recorded | Lines |
|---|---|---|---|
| Alice | Stimulated Recall | Sep 09, 1982 | 1353 |
| | Rep. Grid: Backgrnd & Views | Sep 16, 1982 | 1094 |
| | Rep. Grid: Backgrnd & Views | Sep 30, 1982 | 441 |
| | Stimulated Recall | Oct 07, 1982 | 668 |
| | Stimulated Recall | Oct 14, 1982 | 830 |
| | Rep. Grid: Pupil Sort | Oct 21, 1982 | 5646 |
| | Stimulated Recall | Oct 28, 1982 | 576 |
| | Rep. Grid: Stud.Misbehavior | Nov 04, 1982 | 827 |
| | Stimulated Recall | Nov 11, 1982 | 925 |
| | Stimulated Recall | Nov 18, 1982 | 671 |
| | Rep. Grid: Admin. & Comm. | Dec 16, 1982 | 1122 |
| Bryn | Rep. Grid: Backgrnd & Views | Feb 08, 1983 | 425 |
| | Stimulated Recall | Feb 10, 1983 | 321 |
| | Stimulated Recall | Feb 17, 1983 | 412 |
| | Rep. Grid: Pupil Sort | Mar 01, 1983 | 763 |
| | Rep. Grid: Stud. Misbehavior | Mar 03, 1983 | 1061 |
| | Rep. Grid: Stud. Misbehavior | Mar 08, 1983 | 128 |
| | Stimulated Recall | Mar 15, 1983 | 498 |
| | Stimulated Recall | May 03, 1983 | 727 |
| | Rep. Grid: Backgrnd & Views | May 05, 1983 | 863 |
| | Stimulated Recall | May 10, 1983 | 1017 |
| | Stimulated Recall | May 17, 1983 | 1445 |

Figure 1. Interviews analyzed in the study.

using their own USERID's for project or other academic work. The arrangement now provides a central access to the project's working files and archives.

While VM/CMS allows users to develop unique computing environments, the needs of users associated with the project are so nearly identical that we have developed standard functions for the 24 function keys available on the terminals being used. Most of these permit commonly used functions to be invoked with single key strokes, both within the CMS environment itself and within the editor system that is being used in the project--for a total of 48 functions.

At the time the project started (February 1984), the only system program available for selected information retrieval was IBM's STAIRS (Storage and Information Retrieval System). Unfortunately, this system is limited if one does not know in advance which terms might be searched within a document before it is entered into the system. Accordingly, the IBM editor system product, XEDIT, was explored to see if its versatility would be useful to the research.

XEDIT is a highly versatile full-screen editing system. In addition to the prefix editing commands that can be placed beside the lines of text and the editing commands that can be executed from the command line, the system accepts MACROS, programs (in a language similar to BASIC) that can be written so that

complex strings of commands can be invoked through a single command. As described below, two macros for searching interview data were written for the present research. Because all the project files are composed using XEDIT, references, procedures, data, search results, etc., can be freely interchanged, and then readily formatted (using the Document Composition Facility) for printing on the system-compatible dot matrix printer in my office or on the central laser printer.

## Entering Data and Naming Files

This section is included so that some of the more or less fortuitous, but certainly fruitful, decisions taken during the entering of data and the naming of files can be shared among those interested in the computer applications of the present work.

Each interview entered into the system begins with an identifying line that states the teacher code, the interview number, the type of interview, and when the interview was recorded. When the interview had been entered, the total number of lines was added to this first line. Then, before the interview was placed in the archives, a command was given to have the first line copied into a file called ENTRYLOG. ENTRYLOG provides a permanent record of the interviews available to the study, and it also is the basis of Figure 1. (The latter was composed by copying the relevant portions of ENTRYLOG into the file for the present paper, and editing it.) The original interviews came to the study as photocopies of typewritten manuscript. No abbreviations (such as "I" for interviewer and "T" for teacher) were used in the typescripts; instead, interviewer speech was in uppercase, and teacher speech in lowercase. The first few interviews were entered in this way before it became clear that the textual distinction was immeasurably valuable to the project. The value came to light when the results of early search strategies were being examined. The difference in case made it easy to note whether a specific word or phrase had been introduced by the interviewer or the teacher. Also, it made the task of seeing which portions of the search results should be removed very much easier.

Attempts are made to be systematic in the naming of the project's files because of the large amount of material generated at various stages of the work. The computing system allows for file names of up to eight characters. Each interview, once entered, is named according to the project where it originated and the document number assigned to it by that project. Files that are generated by the searching of each interview are given a name like the following:

A2MOV013

This is interpreted as follows:

1. "A" is the letter assigned to the first (and, so far, only) attempt at analyzing the entire data set.

2. "2" is the number assigned by the project to the teacher whose data are being used. (In the present analysis, Alice is 02, Bryn is 03.)

3. "MOV" is the 3-character sign for the metaphorical figure that is being considered: "Lesson as a Moving Object."

4. "013" refers to the document number of the interview.

Thus, A2MOV013 is the result of searching the interview 013 for terms associated with the movement figure during the first attempt to analyze Alice's data. These files of search results have been collated (in A2MOVCOL), sorted (in A2MOVSOR), and prepared (in A2MOVDRA) as the draft appendix for a report.

Other files have been prepared to collect and then list terms used in the searches. Because concordance files are for temporary use, no systematic naming is used. But the list of terms derived from the concordances are used for searching large numbers of interviews and are named carefully. For example, terms used to find instances of the movement figure in the interviews of Teacher 02 are in MOVLIST2, and COMLIST3 contains terms used for searching Teacher 03's interviews for commodity metaphors.

In addition to these files, some procedural files are available as manuals for different phases of the project's analyses. The procedural files, when combined with the current journal file of the project constitute an important source of information about the development of the work.

## The Search Procedures: SEARCH and SEARCHX

The significance of the computing environment to this project is in searching interview data for terms suggestive of metaphorical figures. As noted above, the XEDIT system product enables one to write specific MACROS for chains of editing commands that are to be reiterated. This subsection describes the search MACROS developed for the project.

The MACROS were designed to be as flexible as possible. This required that they be able to accept at least three variables:

1. The term that is to be searched in the given interview file.

2. The number of lines above and below the line in which the target term appears.

3. The name of the file into which the results of the search are to be placed.

The "lines above and below" variable allows the searcher to specify the number of lines that are needed in the results of the search in order to determine the context in which the term appears. Only in this way can one be sure that the target term is being used either metaphorically or within a metaphor.

In addition to the above, the search MACROS were designed so that each time a target was located, the target line, its lines of context, and the identifying line of the interview file in which the target line appeared would be copied into the search result file. In this way, users could readily check the source if errors

were made. (As explained below, this became very useful to the editing of the search results files, especially when the identifying first line of each interview file was indented five spaces.) Next, MACROS needed to be insensitive to case, so that searches would identify terms appearing at the beginning of sentences and in the speech of the interviewer. Lastly, the MACROS had to be designed so that they reduced the problem of terms appearing as prefixes, suffixes, or other parts of larger words, and of terms adjacent to punctuation. This requirement posed a problem that could be resolved only by building two different MACROS. An example will help. If a text is searched for a string of characters, such as "get," we will locate sentences like:

> He wants to get a B.
>
> He gets a B for that.
>
> A high grade is hard to get.
>
> It's not altogether true.

Because we do not need the last one, it looks as if a search strategy is needed that locates all incidents of "get" with a blank on either side. This turns out to be only a partial solution, because we then miss the plurals and incidents adjacent to punctuation marks. Thus, only the first in the following list of desired "hits" will be caught:

> He wants to get a B.
>
> He gets a B for that.
>
> A high grade is hard to get.

Although it would be possible to devise a program that would accept punctuation following the target string of characters, it was decided to develop the two search programs suggested above, and to test them against the needs of the research.

The two programs, SEARCH and SEARCHX, are presented in Appendix A. When invoked, SEARCH finds all incidents of the string; SEARCHX is limited to locating only those incidents bounded by spaces.

The output from the use of SEARCH and SEARCHX is best understood with an example. The following is an extract from one interview. (The line length has been changed from its original 73 characters to the length below simply to accommodate formatting for printing this report.)

> sixth period is a little bit above and uh, always
> ahead of the rest of the classes because we get so
> much more done in there. They're (snaps fingers)
> quicker to pick it up and we move along faster and
> they're quieter and we, I really like sixth period.
> I seem to move along real well with that class.

Seventh period is all girls and they drive me
bananas. (Laughs) All they do is talk, talk....

To search the interview script from which this portion was taken for the word "move" the following command was typed:

search move 3 A2MOV040

"Search" invokes SEARCH, "move" is the string that is to be found, "3" instructs the computer to take a total of three lines of the script (the line above the target word, the line containing the target word, and the line below the target word), and "A2MOV040" is the name of the file into which the search results are to be copied. In addition to performing the search, the computer also copies the first and identifying line of the interview file being searched into the file A2MOV040. Because this line is indented, it provides the researcher with an easy way of detecting the target word within the output of SEARCH: the word "move" is always in the middle of each block of text, as follows:

Teacher 02, Rep. Grid Pupil Sort. RSCTL040
much more done in there. They're (snaps fingers)
quicker to pick it up and we move along faster and
they're quieter and we, I really like sixth period.
Teacher 02, Rep. Grid Pupil Sort. RSCTL040
they're quieter and we, I really like sixth period.
I seem to move along real well with that class.
Seventh period is all girls and they drive me

The next step in the process is to edit the blocks containing the target word, so that we are left with all ways in which the word "move" appears in this interview, thus:

we move along faster

I seem to move along real well

All interviews with this teacher can be searched for the term "move" and the edited product placed in a file. In this case, the product shows how the teacher seems to refer to the lesson as moving. This metaphorical figure is the subject of the next section.

## The Metaphor: Lesson as a Moving Object

A major problem with this study has been to decide how to begin to identify metaphorical figures that might be interesting to explore throughout the entire data set. This section begins by describing how one such metaphor, "Lesson as a Moving Object," was identified and how a list of terms was developed that might be used for searching interviews for instances of that metaphor. Next, the metaphor is explored in some detail. This is followed by a description of the ways in which other metaphorical figures were suggested by the "Lesson as a Moving Object" figure.

## An Initial Sense of Travel

The first approach to Alice's interviews was to read about six, and to develop concordances of terms that were used in a clear metaphorical sense. The concordances were developed electronically by simply copying lines containing metaphorical terms into a temporary Concordance File, as the file was read at a terminal. (Initially, it was found valuable to have the reader write a small Memo File after an interview had been read, so that a record of the reader's impressions of the material could be maintained.) These early concordances and Memo Files were inspected to see what might be interesting to pursue, and to ensure that potentially interesting terms appeared in several interviews so indicating that these terms represented a customary manner of speaking and were not artifacts of unique interviews.

Among the many fruitful figures noted in the early concordances developed in this way, and recorded elsewhere (Munby, 1984), the notion of travel or movement was particularly striking. For example, the early part of one concordance contains the fragments "this class is quicker than the others," "they get behind," and "they're quicker to pick it up," all of which suggest that a metaphor involving travel is employed. Furthermore, these fragments present the beginning of a list of words that might be used to search for all instances of this metaphorical figure--in this case, "quick," and "behind." The fragments of Alice's speech "Keep it somehow moving smoothly," "we were slow at getting started today," "it went real well," "when I keep it going," all suggest movement or travel.

More of the significance of this figure to an overall understanding of Alice's speech can be inferred from fragments that appear to be logical entailments of the travel figure. Of one child she says, "He wants to stop the class," as if things that travel or move can be stopped. And of some work on Poe, she reports, "I thought that went well with Hallowe'en," as if it accompanied the journey aptly. There are two other potentially interesting entailments here. The first is the way that parts of the journey are described vis-à-vis this travelling object: Alice says of one piece of content that she wants to "get it out of the way," as if it somehow impedes travel. The second entailment concerns how students are described: "They're going to pick up on that," "they'll pick up on their vocabulary just by listening to me,"and "they picked up a lot in this film." These instances of the conduit metaphor suggest that Alice views learning to result from students' gathering up information as the lesson travels by.

## Developing a List of Terms

The decision to pursue the figure "Lesson as a Moving Object" led to the need to develop a list of terms that could be used to search all of Alice's interviews. Terms from the initial concordances were pooled and then tried on a limited number of scripts. Typically, such terms appeared in textual relationship to other potentially useful terms, very much paralleling the view of Lakoff and Johnson (1980) that we do not expect to find "a single and consistent concrete image" but a complex coherence in metaphor (p.105). In this way, the analysis

became increasingly based on the idea of the function of language, with a focus upon movement in this case. This thinking led to a general pattern not unlike that employed by Reddy:

| Object or person | The verb "move" (& related verbs implying motion) | Characteristics of movement: direction, speed, route, etc. |
|---|---|---|

The following examples, from a single script, illustrate the general pattern, and show how textually related terms were identified.

A search for "move" yielded the fragments:

I want to move on to something else,
I wanted to move on.
So it was time to move on very quickly.
I should have moved on probably quicker.

These show that "quick" is textually related, and a search for "quick" was undertaken. Among the fragments found are two that employ still more textually related terms, "get" and "start":

(He) might not be getting started as quick as I wanted.
Some were already starting to chatter and bother people quicker.

The terms selected for searches of Alice's interviews and selected examples from the products of these searches are in Appendix B.

## The Nature of "Lesson as a Moving Object"

The many fragments of varied speech that represent the figure "Lesson as a Moving Object" demonstrate that the movement metaphor is very complex. Such fragments as "I might move on," "we move along faster," and "keep it moving somehow smoothly" indicate that the figure does not refer to the lesson as the only object that is in motion. Indeed, everyone and everything seem to be caught up in movement: Alice herself moves, the children move, and the subject matter also seems to be in motion. The complexity of the movement figure suggests that it is a powerful part of Alice's construction of her professional world, not just for the lesson's movement but also for the way in which it lends description to other aspects of the world of Alice's teaching. For instance, the notion of movement is employed to place the class and its students: "ahead of the rest of the class," "a step ahead," "kids ahead, kids behind," "I was losing them," "they can't follow along, they're behind, they're lost." The fragment "I was losing some of them and I wanted to go all the way back" shows how Alice uses a compilation of related movement terms to explain the function and conduct of review.

Although there are elements of an ontological metaphor in "Lesson as a Moving Object," it also functions importantly as a spatial metaphor. This is evident in Alice's descriptions of the progress made, or distance travelled: "go a little

bit farther with it," "we go along," "go as far as we could," "at a slower pace," "go through it real quick"; and sometimes with reference to very specific content targets: "didn't get past those ten sentences today." A recurring theme in talk about content is the idea that the lesson in motion covers material: "a good subject to cover." The spatial character of the metaphor suggests that the lesson is a journey over or through the ground represented by the content of the lesson or course.

Several fragments of speech show how Alice uses the movement figure to talk about the beginning and continuation of a lesson: "not wanting to get started" and "get him going" are examples of the former; while, "you push a little quicker, a little faster" and "he just needs a little push" present a powerful image within the context of keeping people on a journey, especially if rough ground were being covered.

Many fragments indicate that more than the lesson and the participants are moving. Projects, commotion, motivation, and enthusiasm are all "going on." Although this might be a literal use of "going on" with reference to occurring, there is a strong sense that these things are accompanying the journey that is being taken. They are part of what is moving, as we might expect of a generative metaphor.

## Identifying Related Metaphors

The movement figure is more complex than what has been said thus far. Searches for some terms yielded fragments (given in the second part of Appendix B) that show how it seems to extend into a construction of "learning." For example, fragments collected under "miss" appear to serve two purposes. Fragments like "He was at the restroom, so he may have just missed something" explain why something was not heard in terms of absence--the student was not present physically as the moving object travelled past. But, "maybe he really did miss out," "she usually doesn't miss," and "those slower kids miss out" all suggest that "missing" explains failing to learn mentally. That the moving object figure is connected to Alice's construction of learning is supported by the fragment "what they missed, maybe they'll pick up." There is a clue here that learning is perhaps a matter of taking up information as the moving object travels by or through, which suggests that the movement metaphor has generated a conduit metaphor for learning.

The second part of Appendix B also contains fragments that seemed to signal the presence of other figures. Many of these fragments reinforce the conduit figure for learning noted above. Some indicate that the mind is viewed as a container. Fragments concerning discipline and management show the dominance of an orientational metaphor: "They get riled up," and "you need to...settle them down." Alice refers to undesirable behavior as "up." It is controlled by putting it "down," not necessarily by putting the students down, as she states. There is evidence, too, that grades, attention, and time are treated linguistically as commodities.

The richness of these figures provoked systematic searches of Alice's interviews for instances of ontological (substance and entity) metaphors.

## Method II

Some ontological metaphors, such as ways in which Alice uses the word "mind," can be located simply by searching for the term signalling the metaphorical figure itself. But this is not the case for a number of these metaphors. For instance, examples of the metaphor "Grade as a Commodity" can be caught by searching for "grade." If this is done, all the times that Alice talks about students' getting or wanting A's, B's, etc., will be missed. Accordingly, strategies different to those employed for "Lesson as a Moving Object" were developed for ontological metaphors. These strategies are described below.

### Preparing the List of Terms for Searching

Alice's interview scripts were divided and read by the three members of the research team. Terms that were either representative of ontological metaphors or were textually related to them were noted. (In many cases, as can be seen in the final version of the list in Appendix C, many of the terms were verbs typically associated with commodities, such as "get," "give," "pick," "take.") The three lists were discussed, amended, and entered in a computer file. XEDIT was used to collate the lists, to order the list alphabetically, and then to delete duplicates. Each of Alice's interviews was searched for every term on this list.

### Coding and Sorting Search Results

Organizing results of searching for incidents of "Lesson as a Moving Object" was relatively easy. Because we were interested in all ways in which the figure appeared for each of the terms used in the search, all that was needed was to collect the results of the search for each term in a list organized by term, as in Appendix B. Results of searching for ontological metaphors could not be treated in this way, because a term used in a search produced fragments representing quite different metaphors. For example, the term "give" produces such fragments as:

> the more praise I give
>
> give them a second chance
>
> give him that special attention
>
> I give directions
>
> you give them a zero

In order, the commodities here are praise, chance, attention, information, and grade. Quite clearly, it was necessary to find a way of coding and sorting the

search results according to the ontological figure used in the fragment, once the results had been placed in a single file.

First, the search results from each interview were collected in a single file, A2COMCOL, under the terms used in the search. This file was printed and then read through by the team. In this way, different types of ontological metaphor were identified, the different examples producing an understanding of how the metaphors appeared in Alice's speech. The principal ontological figures are given in Appendix C. Two letters of each of these figures were then used to code the entries in A2COMCOL collection of fragments. First, the file was copied into a sorting file, A2COMSOR. Next, the whole array of data was moved five spaces to the right with a single command, thus providing space to enter the two letter code beside each fragment. The above examples appear as

PR the more praise I give

CH give them a second chance

AT give him that special attention

IN give directions

GR you give them a zero

If the sorting function of XEDIT is used on the first two columns of the data, then the entire array will be properly organized according to the ontological metaphor represented in each fragment. It remained to insert the names of each figure, as in Appendix C, and to copy the file into a new file named A2COMDRA. d After the coding was removed (by using one command to move the entire data two spaces to the left) A2COMDRA became the draft of the completed search for these metaphors. (A2COMSOR was preserved so that a copy of the data with coding was retained in the records of the study.) With only minor changes in the identities of the list of ontological metaphors, this procedure was used for searching the interviews of both Alice and Bryn.

## The Ontological Metaphors

For Lakoff and Johnson (1980), ontological metaphors allow us to treat certain parts of our experience in terms of objects and substances: "My mind just isn't operating today," and "he went to New York to seek fame and fortune" (p. 27). The conduit metaphor (already mentioned) is one of these, and the "Lesson as a Moving Object" is another that, in Alice's case, appears to be a major figure in her speech. Alice's speech contains many other examples of ontological metaphors, and the purpose of this section is to explore some of these, using the set of examples appearing in Appendix C. Discussion begins with "time" and "grade," both of which readily show the character of ontological metaphors, followed by "atmosphere" and "attention." Next comes a more substantial treatment of a group of metaphors that appear to demonstrate an important coherence: assignment, work, information, idea, mind, and learning. "Behavior and Management" present some complex metaphorical figures, and these are

treated next. The section ends with a brief look at some minor figures that were found in the material.

## Time

A clear example of the presence of ontological metaphors in Alice's interviews is "time." Of course, there are many instances of talk about time that are not metaphorical but are references to "clock-time," as it were, such as "lose the kids for a minute." But there is a very different way in which time is considered: it's not the passage of time, but the consideration that time is a commodity. For instance, "given the right amount of time," "I just can't take the time," "it takes up too much time," "give them too long a time," "they wasted some time," and "spend more time working on class participation" are sensible only if time is viewed as a substantive commodity that comes in amounts, and that can be taken, given, and wasted. Of course, this type of talk is not unusual, but it is interesting to note how "Lesson as a Moving Object" suggests a strong connection with the passing of clock time that does not immediately appear to be congruent with the view of time as a commodity, as a substance that is not continuous.

## Grades

Talk of grades is also clearly representative of commodity metaphors. "Mary gets good grades," "I would give them points," "they want to keep that A," "take a few points off the final grade" all present grades as goods that are given, taken, and in other ways manipulated. The single fragment "good grades, top students" is of interest for its connecting a commodity with an orientational metaphor. Good is up, according to Lakoff and Johnson (1980), and here good grades are tied to a way of classifying students. It is customary to speak of good students as at the top of a class, and poor ones at the bottom, just as it is to speak of higher order questions as if they are preferable to lower order ones, and so forth.

## Atmosphere

There are two ways in which Alice uses an atmospheric metaphor to speak about something in her classes. First, she talks as if the classroom has an atmosphere that is "relaxed." Second, the idea of pressure is employed to talk about what she seems to establish or guard against in her class: "I was putting the pressure on them," and "they don't feel the pressure on them." (Talking about atmosphere as a substance or property of a classroom is very helpful, and is not uncommon in the educational literature.)

Attention

Lakoff and Johnson (1980) suggest that many of the metaphors we use are not easily recognized as such because we are so accustomed to speaking in such ways. Thus, there is nothing initially striking about "he needs too much attention," and "they like my attention." But "attention" is being used as if it referred to something substantive, and this is most apparent in other examples where not only is it substantive, but it has all the characteristics of a commodity: "She wants a tremendous amount of attention," "give him attention," "catch all of their attention," "you get their attention," and "they paid attention."

Other examples collected under "Attention" reflect ways in which Alice speaks about attention without using that word. "You lose the kids," "the kids are with me," "he then turns off," and "grab the kids again" provide some useful links between "Lesson as a Moving Object" and another figure she uses to talk about the children as a group, as below.

Lesson, Class, and Period

Sometimes "class" and "period" is the group of children: "second period comes in," and "keep the class with you." In these instances, the class or period is an organism, but in other cases it is very clearly a commodity. For example, "I keep it (the lesson) rolling all the time," "that makes the class fall apart," and "get smaller classes" all point to thinking about the class or lesson as an entity. While there are relatively few instances of this sort of speech, it shows the power that comes from being able to cast complex ideas in ontological metaphors. And the variety of meanings that Alice attaches to "class," "lesson," and "period" is a caution against analyzing a teacher's speech on its surface characteristics. Evidently, "class" is one thing when the talk is about attention and "keeping the class going," and something else when the talk is about "my A students" or "fifth period comes in."

Assignment and Work

Although the figures "Assignment" and "Work" appear separately in Appendix C, there is sufficient commonality to warrant their joint consideration here. "Assignment" was used as a general term to collect ontological metaphors referring to the work of school. Here, then, are collected fragments that speak to the curriculum, syllabus, homework, tests, and so on. In most cases, the metaphors are commodity metaphors, and this is especially true in the ways in which we have come to think about such matters as "give them essays," "give them routine homework," and " give them just one test," all of which appear in Alice's speech. But the matter is more complex. In our language, there is a necessary conceptual relationship between "give" and "take": you cannot give without someone receiving or taking, and this same relationship occurs in the "Assignment" commodity metaphors. Alice says "he wanted to take the test," "they end up not taking it," and so on. This way of representing tests and other school tasks gives the impression that all that is required is a manipulation of paper, although we understand that far more is actually involved. How, then,

does Alice talk about what else is involved? Some of this can be found in the different forms that the ontological "Assignment" takes, but more is revealed in talk about learning, as discussed later.

Success or failure on assignments as commodities seems to be expressed in "they could spot where the period would come." But the picture is larger, for it includes such fragments as "they'll never come up with the perfect test," "I need to go over assignments" (which recalls the lesson covering ground), "it doesn't turn out too well," and a host of others that portray the work of school as something that is turned in, dropped, missed, made up, stuck with, fitted in, and dealt with. So, the chief metaphorical figure Alice uses in talk about school work presents it as something that is (physically) manipulated.

Complexity is added by Alice's varied use of the term "work." In many cases where "work" is a noun, it functions as a commodity, much as the other references to assignments: "they're doing work that they can handle," "he has a day or two to make up his work," "failure to complete work," and "have their work all done." As a verb, "work" conveys different meanings, though. Whereas "they need work" suggests a commodity, "it's working out with them," "they'll work on this," and "They haven't worked those" are all used to represent multiple psychological events. These varied psychological events, one is tempted to say, are all "work."

There is another use of "work" that deserves attention. "Whatever (trick) works," "It doesn't seem to work," and "I don't know what would work for somebody else" signal a machine metaphor, as if teaching and learning are regarded mechanically. It is easy to see that, although there is variety in the use of "work," the term's use for different types of teaching, learning, and assignments presents a confusing picture of what goes on in the classroom, physically and psychologically. Because of this, it is helpful to consider the metaphors used for "information" and "idea," and to discuss "learning" and "mind" in light of these metaphors.

## Information and Ideas

The groundwork for this analysis resides in Reddy's work on the conduit metaphor as a special case of an ontological metaphor, and in the idea of commodities. "Information," in the varieties presented in Appendix C, is broken down, got out, given, missed, picked up, needed, kept, thrown in, and touched on, whether the talk is about facts, directions, answers, commas, clauses, feedback, or "the order of a football play." "Break down the information," "get immediate feedback," "get it out more clear to the kids," "picking up the information," "throwing in a fact," and "I'll give him a serious answer" not only illustrate "information as a commodity" but also imply that public communication works by transferring this commodity from one person to another, possibly in or along some conduit.

We get a similar view of communication in Alice's treatment of what was collected under "Ideas." (The project distinguished "ideas" from "information" on the simple grounds of private or public accessibility--a distinction that has no

significance to the present analysis.) "I give them an idea," "I...can't...get my thoughts together," "I'm having a hard time putting it into words," and "put their thought in order" are clearer examples of ideas as commodities, and what has already been said of information can be said of them.

This analysis opens the way for discussing what Alice's language suggests of where information and ideas "go" and how they get there.

## Mind and Learning

There is no question that Alice's language depicts mind as an entity: "my mind's gone blank," "his mind is continually going," "What went through my mind," "Their minds were elsewhere," and "he had more on his mind" are clear examples. More than this is hard to make out. That mind "goes" suggests not moving but working, and it is evidently a container, save for the idea of having something "on" the mind. Confusingly, thoughts (and words) reside in and on the mind, and go through it. Also, it looks as if what is inside the mind can be inspected. So, the mind is not a simple container, but is represented by a complex of different figures. Consequently, there is no straightforward single link between "Mind" and what has been discussed above. There is the obvious connection of ideas as commodities and mind as container, but mind as container does not cohere well with the psychological interpretation of "work," because "mind as going" is better suited here. In some way, mind is an active container, it seems.

Fragments that the project team have associated with learning do not seem to help in this analysis. These fragments were collected together because they seemed to point more to talk about a process than they did about the "commodities" being learned, such as ideas or information. But this distinction breaks in the face of examples that reveal instances of learning as a commodity: "they learned a great deal," for example, virtually gives a measure for this commodity in terms of "deal." Aside from this sort of anomaly, the entries for "Learning" cohere well with entries for "Information" and "Ideas." That is, what is learned is represented as a commodity, leaving the project team to assume that the analysis might best focus upon the word used in each fragment. If this is done, learning (and in some case, not learning) involves doing the following with information and ideas: catching, getting, grasping, handling, missing, losing, picking up, and taking in. Also involved is "reaching those kids." Of interest is "they're letting the learning take place," which suggests that the psychological machine can "work" without the engineer's intention that it do so, although the engineer can "put up a mental block," as Alice says she can.

There is a possibility that conceptual coherence can be found in this by focussing on the machine view of psychological work, but the data do not support the promising idea that the machine does the picking up, getting, and so forth: the children are the subjects in the vast majority of cases, not the machine or the mind. Alternatively, there is nothing to suggest that conceptual coherence is necessary. There is some coherence among the metaphors analyzed above, as already noted, and this is perhaps all that can be expected of speech that refers to highly complex ideas.

## Emotion

The number of fragments mentioning emotion in various ways suggested that they be coded and collected together to determine how metaphors were used in this area. Interest, enthusiasm, and motivation appear as entities in most cases, just as do the verbs that characteristically denote these states. "It gives him a feeling of routine and order," "keep enthusiasm and motivation high," "I put a lot into what I do," "it takes some kind of shame," "they don't feel that terrible need to hide it," and "they took an interest in it" suggest that feelings are commodities. The language is trickier in cases like "he'll get bored," "I got embarrassed," and "he gets real shy," yet the theme that feelings are in some way made or obtained as commodities is still evident. Other instances like "he doesn't...lose his temper," "wanna get your goat," "what kids are having to put up with," and "I just wanted to...cry and fall apart" seem typical of the ways in which we speak emotionally and of emotions. Interestingly, there is nothing in these fragments that confirms or refutes the interpretations of mind and ideas offered above, save in the general idea that emotions are commodities held or had in some way.

## Behavior and Management

There are two distinct ways in which metaphors about behavior and classroom discipline or management appear in the data: behavior as a commodity, and behavior as an orientational metaphor. There are numerous instances of behavior as a commodity, most of them caught in such fragments as "that one should be dealt with," "taken care of," and "handling discipline at that time." The word "deal" seems to have the same sort of expansive coverage that was found of "work," above. For instance, there is no sense of the variety of ways in which misdemeanors are dealt with, they are simply dealt with. Also, the behavior itself comes in quantities referred to as "a great deal." The use of "deal" is further complicated by variations of "That's no big deal." While the project team found it difficult to determine what the metaphor might be in this last usage, it seemed important to draw attention to all the ways in which Alice uses the word.

The second feature of this figure is that the commodity is treated with a view to orientation. Basically, the treatment of unwanted behavior is down: "I had to keep getting on them," "you need to...settle them down," "I was right on top of them," "on top of things," and "keeping the class under control." Although there is a sense of control coming from above, it is moderated, as in "don't put a student down," "I'm not going to come down on them," and "I hate to be on somebody's back." Just as control is down, some student misbehavior is up: "they get riled up " and "student puts up too much of a struggle." At other times, though, students take advantage, get out of hand, throw fits, and fly off the handle. Various commodity metaphors are present in these examples too, and even though the "up-down" orientation is absent, an "in-out" orientation is evident. Clearly, handling the students would be positive, and would remain so until they got "out of hand."

## Minor Figures and Assorted Fragments

The searches for ontological metaphors in Alice's interviews revealed a number of minor figures represented by so few instances that it seems less than secure to make much of them. Chance and opportunity are commodities, as are goals and the single case of freedom. Praise is treated similarly, and the clear references to teaching practices suggest a commodity here with some evidence of a "give and take" as discussed earlier, but such claims are insufficiently supported. Also, the project team found several metaphors, listed under "Extras" in Appendix C, which defied classification beneath the major figures discussed in this section. There is no reason to expect all the metaphors to fit the major figures, and the reader may enjoy testing the extras against the above analysis.

## The Moving Object: Bryn and Alice

"Lesson as a Moving Object" seemed sufficiently interesting to warrant a search for the same figure in the scripts of the second teacher, Bryn. This section compares the use of the figure by Alice and Bryn. Terms for searching Bryn's scripts were identified by reading a sample of them. Alice's list was revised and a few extra terms added, giving the list in Appendix D. This appendix includes examples of the results of the search.

The immediately striking difference between Alice and Bryn is that the latter does not use the "Lesson as a Moving Object" figure as frequently. Searches in Alice's scripts give about 500 lines, where for Bryn they give less than half that amount. Nevertheless, the figure is present as an ontological and spatial metaphor and with characteristics similar to those found in Alice's scripts, such as speed ("we move quickly") and direction ("other classes were ahead of this class"). Course content features in the figure, as in "we didn't get to it," as does the idea of covering material, though in one case this is talked about in terms of covering in depth, adding a differentiation not found in Alice's speech. Lastly, "we get off the track" and "veer off for a few minutes" seem to depict ways of talking about less than relevant work in the classroom.

Despite the similarities, there are differences. First, there is a sense in which pace or different pacing is important in Bryn's speech-- she even uses that term in "they get to set their own pace" and "keep the pace up." So, while the moving object "goes through content," sometimes "I zip through it real quick" and "third period just zips by." Interestingly, Bryn uses the undifferentiated term "move" itself less than Alice. Also, Bryn doesn't use "push" at all, but Alice does. Possibly, teaching may be more of an effort for Alice than for Bryn.

Second, there are differences in the extent and in the way in which children are described according to the "Lesson as a Moving Object" figure. Frequently, Alice speaks of individuals or groups as ahead, behind, faster, slower, missing, or being lost. There are some instances of these terms for Bryn, but the subject is usually the lesson or the class as a whole, as in "it was a little slow," "this class moves a little faster," and "it goes a lot faster." Rarely does Bryn refer to individual students or even groupings of them in these terms.

It was suggested above that Alice and Bryn have different preoccupations about pace, as reflected in the terms used. If this is the case, then Alice's concern may be with getting a slow lesson or child going quicker, whereas Bryn's is more with the general idea of things speeding along anyway. This would explain why Bryn speaks less about being behind or slow. Her utterance "it doesn't hurt to be a few pages behind and then we can pick it up later" reinforces this analysis.

Such speculation leads to the third contrast between the language of the two teachers in "Lesson as a Moving Object." Bryn's metaphorical speech suggests less concern for missing material and getting behind. Not only does Bryn use "back" very infrequently compared to Alice (witness the latter's "back up"), but also, its use doesn't suggest going back and repeating only; instead, there are references to "channel the lesson back in the right direction," and "It's not fair to hold them back, " among others.

In summary, "Lesson as a Moving Object" appears in Bryn's speech, but it is less pronounced than in Alice's. (This might reflect the topics discussed in the interviews, not the concerns or knowledge of the teachers, as discussed below.) Also, there is less of a sense that the movement figure connects with figures about learning than was apparent in Alice's fragments. Rather, there is a sense in which, for Bryn, the lesson's movement is more easily started and directed, where it may be a push for Alice. Possibly, Bryn's use of "flow" is telling: "it's just kind of been flowing along" and "it was a pretty free-flowing." Alice doesn't use this term.

## A Comparison of Ontological Metaphors

The list of terms to search in Bryn's interviews scripts for other ontological metaphors was prepared in much the same way as other lists have been prepared. The search results were collected, coded, and ordered as before. (The terms and the fragments are in Appendix E.) This section of the paper compares Bryn's ontological metaphors with Alice's in the order in which the latter were discussed. (It should be noted that differences in the numbers of fragments probably reflect the topics discussed in the interviews, and not the several preoccupations of the teachers.)

### Time

Bryn speaks of time much as Alice does: it is a commodity that can be given, had, handled, taken away, and spent. Other fragments suggest further properties of the commodity: "it breaks up class time," "I'm watching the time," and "get the first few minutes over with." Time is also a point in space or distance ("comes the end of day" and "comes down to"), and there is a single suggestion that it can be a container, "in our last few minutes," though this is a weak inference.

Grades

The topic of grades occurs less frequently in Bryn's interviews than in Alice's. Yet they are still commodities that one can take, give, drop and get. Also, the orientational character of this commodity is represented, as in "brings their grade up" and "have a higher score."

Atmosphere

Bryn's references to "pressure" demonstrate its nature as a commodity that, in general, is placed on or acts on: "put some pressure on the teachers" and "nobody puts any pressure on him." Pressure "works," too, but its nature and the way in which it works are not differentiated. It occurs identically in speech about teachers, students, and school boards, and there is little to suggest that there are or are not different types of pressure. Similar fragments in Alice's interviews are directed toward the class.

Attention

There is a good deal of unsurprising similarity between ways in which Alice and Bryn use "attention." Both use it as a commodity term: one can pay, want, and get it. Yet Bryn's speech endows the commodity with a dimension, a "span" that can be longer, shot, or lower. The last of these recalls the "up-down" orientational metaphor, and suggests that higher spans are better than lower ones.

Bryn's other ways of referring to attention are as varied as Alice's: "they...pick up when I say," "they just turn off," and "I...want to be sure they are all with me" are examples. Something about "mind" seems to be invoked in the first two, and the second corresponds to "Lesson as a Moving Object."

Lesson, Class, and Period

Alice and Bryn use "lesson," "class," and "period" in much the same way. Both speak of these as organisms and as containers. "Another class accepts what I give in the class" contains the two uses, and demonstrates the power of context and an understanding of professional language for making sense of communication. "I took my second period" and "she wanted to get out of reading" illustrate the commodity sense in Bryn's language. "It lightens up the class" suggests that the commodity can be illuminated or darkened, but fragments like "the two girls...carry the class" point to the commodity as having weight. It is not clear if the class is a burden or just a weight, but its movement comes from its being carried. One can't help noticing that here the children not the teacher seem to be responsible for the movement.

## Assignment and Work

Fragments like "the other class wouldn't get that question," "we have to give an essay," "these kids...can't handle surprise tests," "we took a quiz," and "fifth period wants discussion" illustrate the use of a commodity metaphor to speak about the curriculum, tests, schoolwork, and so forth, just as in Alice's case. Also, the "give" and "take" pair is evident here. And, to some extent, the same sort of conflation of psychological "work" and mechanical "work" is present. "They're working on classwork" indicates something psychological; "gave out work to these kids" points to a commodity; and "the way it works out you'll read...every other day" suggests something mechanical about some teaching plan. The fragment "all the work is done" exemplifies the considerable ambiguity that comes from conflating the possible meanings.

## Information and Ideas

Reddy's (1979) conduit metaphor, as a special case of ontological figures, is well represented in Bryn's various ways of talking about information, just as it is in Alice's. "I didn't catch what he said," "I come back in with the review questions," "it just comes out that way," "get their information," "I give them my opinion," and "they took it as it came" are just a few of the many instances in the data. And, as with Alice, "ideas" are similarly portrayed in the language: "I just want to get an idea," "he expresses his thoughts," and "I've lost the thought that I had."

Some of Bryn's language introduces a novel manufacturing figure, as in "I wanted him to...make a stand," "I wanted him to make his position," and "I would like you to make your choice." Ideas, it seems, are not simply commodities that can be transmitted in various ways, but some are made. As shown below, the mind's part in this is not clear.

## Mind and Learning

Triggering, getting through, picking up, seeing, making an impression, and being lost are ways in which Bryn conveys something of learning (or not learning, as in the last case) in the few fragments collected in this category. All of these fit the metaphor of information as a commodity passed by a conduit, though they fail to depict the nature of receiving the information except in the simplest sense of receiving a commodity. Neither are the examples in "Mind" much more helpful.

Mind is an entity, again, a container with a front, a top, a back, and a surface: "I wish I knew what was foremost in his mind," "that was uppermost in their mind," "in the back of my mind," and "whatever's on their mind." In it, things gel or are fresh: "it's all going to gel in their minds" and "it was all real fresh in their mind." Something of the manufacturing or engineering metaphor disclosed in Alice's fragments appears in Bryn's "your mind made up," but the evidence is slim.

## Emotion

Aside from slight differences in the language that Alice and Bryn use, the commodity metaphor for talking about emotions is evident in Bryn's speech. Emotions are represented as if they are entities that can be given, passed, relaxed, worn out, changed, and seen: "it gives them that feeling of achievement," "they're passing that attitude on," "we need to relax their attitude," "their attitude is worn out," "her whole attitude changes," and "I can see different attitudes."

A notable difference between the two teachers' speech here is Bryn's introduction of orientation into the commodity metaphor. Fragments like "I want them up for...class" and "seventh period is not highly motivated" are reminiscent of the view that positive (or positively regarded) emotions are displayed on an "up-down" dimension (Lakoff & Johnson, 1980, pp. 17-19).

## Behavior and Management

Although Bryn's talk about behavior and management is more varied than Alice's, there are similarities in the metaphors used. For example, Bryn's language represents student behavior as a commodity in "if you see it, you handle it," "they deal with the problems there," "she'd...give you the hard cold stare," and "did they really get away with that." Also, the directionality present in Alice's speech is present here: "they weren't quite settled down yet," "he doesn't flare up very often," and "I was always having to comne down on them." Further, misbehaviors or the misbehaving youngsters get caught, as in "I catch somebody copying." Bryn's language also portrays punishment as a commodity, as in "kids take it."

It is interesting to note three differences between Bryn and Alice in this portion of their speech. First, Bryn speaks about breaking rules just as she does about breaking up fights. Second, there is much talk about some students "picking on" others--a phrase that seems to carry several meanings. Last, where Alice uses the multi-purpose term "deal," Bryn uses "trouble." Because there are so many instances of this term, they are collected separately in Appendix E.

"Trouble" appears consistently as an entity, specifically a commodity: "I don't usually have that much trouble with them," "this class has more trouble," and "she's not in much trouble." The term can refer to behavior or to difficulty with schoolwork, again suggesting the awkwardness of trying to determine the meaning of speech from surface characteristics. The terms "deal" (for Alice) and "trouble" (for Bryn) appear to represent important dimensions for thinking about what happens in their classrooms.

## Other Figures

A number of other figures are apparent in Bryn's speech. As with Alice, she speaks of praise and chance as commodities; the section containing references to "teaching techniques" shows examples of "working" and "picking." Also, a

number of fragments seem to represent something of Bryn's view of teaching as a profession, so these were collected separately. Here, as with many of the fragments collected at the end of Appendix E, it is difficult to identify coherent underlying figures, even though the majority of them reflect commodity metaphors in one way or another.

Aside from the small pool of these additional fragments, a comparison of metaphors in the speech of Alice and Bryn points to clear similarities in the way in which the two teachers talk. "Lesson as a Moving Object" seems to be an recurring theme, and thematic commodity metaphors appear in discourse about such typical professional topics as learning, subject matter, and behavior, to mention just three of those discussed above.

## Discussion

Because this study is so different from customary studies about teaching and teachers, it is useful to consider its place in educational research and its implications. Also the novelty of the conceptual framework and methods urges attention to their limitations. The final part of this section suggests extensions of the work reported here.

### Implications

It is not hard to see that studies reporting relationships between teaching behaviors and student achievement have very immediate implications for classroom teaching. But the preoccupation of the present work is very distant from that of process-product research. This study is concerned with understanding what professional teachers know and how they know, and not with what they do. At this early stage, where the venture is little more than exploring how to represent and understand professional knowledge, it is rash and premature to expect the work to have implications relevant to classroom practice. So, the value of this ongoing work is more fairly addressed from the perspective of the productivity of the conceptual and methodological approaches to the issue of practical knowledge, and from the perspective of the study's contribution to our emerging understanding of metaphor itself.

On this latter point, the present study contributes significantly to the study of metaphor, because it deals in detail with metaphor in ordinary speech, a matter not typically addressed. On the former issue, the case rests on three points:

1. that understanding professional knowledge is significant, especially teachers' professional knowledge,

2. that, despite recent activity in this area, there is no clear and agreed-upon conceptual approach for studying the area, and

3. that the current approach holds promise.

It is the third point that is at issue here.

Naturally, the project team's view is that the present paper affords ample evidence of the promise of the selected conceptual approach. There is no need to repeat the details of the major metaphorical figures discussed above, nor to dwell upon the insights that they occasion. Instead, it remains to consider the work's more obvious limitations.

## Limitations

Recently, Hargreaves (1984) expressed concern about studies of teachers' knowledge on the grounds that their data may have been too situation-specific. This view may well apply to the present work, even though the data were collected over many months and even though they are presented in speech that covers a wide span of topics. Certainly, the material in a stimulated recall interview is specifically influenced by the teaching that is being observed and discussed, and this teaching itself may well be influenced by the particularities of working with a unique class. While such points are obvious, their application to the present work is not so clear. The decision to look at the nature of the language carrying the topics rather than the topics themselves poses a different sort of problem about fidelity. So, it is not a question of whether or not Alice speaks about content and discipline whenever she speaks, but of whether or not she speaks about these topics in the same way whenever she speaks about them. The focus upon metaphor is upon how parts of a teacher's professional knowledge are communicated, because it is assumed that the manner represents much more than transient and unique linguistic expression. Instead, the assumption is that the language is fairly stable, and that this shows us something. (In the case of Alice and Bryn, the language is stable.)

Next, one should be concerned in qualitative work for the quantity of evidence necessary to support a claim. In this study we have been mindful of this problem and have sought to overcome it by searching substantial quantities of material thoroughly. Metaphors sustained by few examples may be interesting, but they hardly depict major figures nor represent stable ways of speaking.

A further problem emerges from the clear imposition of the research team's views upon the data. There is no suggestion that Alice and Bryn are aware that they use metaphors, nor is this claim made. Instead, we see the metaphors, and try to make some sense of them and their interrelationships. In some cases, the reader may find that traditional understandings of metaphor have been stretched. If these cases raise questions about what metaphors "really" are, then the reader has reached the uncertainty experienced by the team and by those who make metaphor the object of scholarly inquiry. The rule employed in this study has been "If in doubt, retain, and let the reader judge." This approach seemed preferable to one that involved precise categorizing of all the forms that symbols can take, from ostensive terms to complex theoretical ones.

Finally, it needs to be acknowledged that the leap between language and thought is large here. But, at the same time, any study that seeks to understand

thought from language will be hounded by traditional and intransigent philosophical questions.

## Progressions of the Present Work

At present, the research team is investigating the usefulness to the present work of recently acquired computer-system products. For example, ARRAS, a tool developed for studying texts in the humanities, is now available to the project, yet its flexibility and power have not been examined on the project's data set. Concordances themselves, like the Oxford Concordance, seem to be quite limited for work such as this. However, those that are available will be tried over the next few months of the study.

Other extensions of the research fall directly from some of the limitations described above. Some of the problems just noted might be examined in extensions of the present research. It would be important, for example, to test the situational dependency of the language, possibly by having a teacher discuss different topics in several interviews, or by using videotapes of very different classes in a number of stimulated recall interviews.

Perhaps the more intriguing extensions of the work are into questions about the possible relationships between metaphorical talk of professional work and what can be observed of that work. Here it would be possible to begin to ask questions whose answers might suggest useful implications for the practice of teaching. One might get closer to understanding the congruence and incongruence between teachers' espoused theories and theories-in-use. Also, problems concerning the stability of language could be turned around to advantage. Instead of assuming that there will be stability, one could assume that in, say, a four-year bachelor of arts and education program, there will not be stability; rather, as the pre-service teacher grapples with inputs from the university curriculum and his or her experiences in school classrooms, the language used to speak about professional practice will show a shift from a relatively unorganized and metaphorically "flat" expression to something quite complex and metaphorically rich. Such a study could begin to map the development of professional knowledge and theories, and to trace the professional's emerging capacity to construct these by means of reflection upon action. Only through work of this sort can the value of the present research to education be judged.

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## APPENDIX A

### The Two XEDIT MACROS: SEARCH and SEARCHX

The two SEARCH MACROS were under revision at the time that this paper was printed. The procedures now allow for the searching of several scripts for a given list of terms. Furthermore, the user has the option of running the searches on "batch," an option that will represent a saving in costs at many institutions.

Five files are associated with these procedures. One of these is documentation that describes how the procedures may be invoked. All these files may be obtained by communicating with the author. Users who have access to electronic communications will prefer to have the executive files transmitted electronically so that the programming need not be re-keyed.


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## APPENDIX B

### Incidents of "Lesson as a Moving Object": Alice

This appendix contains the fragments representing the metaphorical figure "Lesson as a Moving Object" which were found by searching the scripts of Alice's interviews. The first part of the appendix is the result of searching for the following terms, presented alphabetically.

ahead, along, back, cover, direct, fast, get, go, going, move, push, put, quick, roll, slow, start, step, through.

The second part of the appendix presents results obtained from searching various interviews for specific terms that appeared to be particularly relevant.

The third part contains fragments associated with other figures, arranged by the ontological figure they appear to represent.

The entries are arranged as follows:

1. Each line contains a single and complete fragment unless the fragment's length exceeds one line, in which case additional lines are indented.

2. Fragments are presented beneath the term used to identify them. (This has resulted in duplication when fragments have been identified in searches for more than one term. Many duplicates have been removed from the collection.)

3. In some cases, examples of literal usages are given in order to contrast metaphorical uses.

4. Fragments in parentheses are Alice's quotations of what is said in class.

### Part One: Complete Searches

AHEAD

I just went ahead
they've read it ahead of time,
I went ahead and explained it again
sixth period is a little bit above and uh, always ahead of the rest of the classes because we get so much more done in there.
He doesn't like to go ahead
thus they go ahead on their own
all (the students) being ahead,
I just felt better about it knowing where I was headed
they're always a step ahead of the other classes, because everything goes so smoothly.
it puts those that didn't do it behind, and puts those who did do it ahead, and those kids that who are ahead feel like, "how come

they're getting by without doing it,"
I'll go ahead and tell them again.

ALONG

we move along faster and they're quieter
I seem to move along real well with that class.
I knew it all along he was cheating
one teacher wanted some workbooks that went along with her textbook
I need to go along with the rules like the other teachers do,

BACK

I'll bring them back
I hold it back and so I give them a little more
They got a handle on it and now they're capable of giving it back to me.
I was losing some of them and I wanted to go all the way back.
I'm pushing and backing up as far as I can
"Don't tell me we have to go back that far."
I'm going to start from back where we need to start
we'll probably even back up a a little bit
they didn't snap back with the answers as quickly as I wanted them to.
(High noise level) holds me back from (being spontaneous)
I don't like to give a whole lot of homework, I don't get that much of it back, it sets me back.
"If somebody needs to back-up, we're gonna back-up, and they're gonna wait, because the next day, they might need to back-up, and we might all have to wait."
I tell 'em, "This class I found that some of the students need help, so we're going to back-up and slow-down, and uh, I won't push you as hard."
I go right back to the basis, the simple, simple concept
I'm sure he suddenly realized that, "oh, yeah, I've got to get back with it. She noticed that I'm sitting here playing."

COVER

I'm not sure how much can be covered.
We can cover a lot. We can cover things a lot
I think it was a good subject to cover,
Trying to cover too much in one class.
I don't have to cover both English and journalism things at the same time.

DIRECT

(Literal uses include: direct the class, giving directions, etc.)

he's off in a million and one directions.
she gets so embarrassed that she goes the opposite direction
I find these kids, need a push in every direction
we're going to be heading in that direction;

FAST

this class is quicker than the others or slower or faster or...
smarter, intelligent.
we move along faster and they're quieter
its exciting, because it is fas--faster pace.
your slow kids learn from your fast kids and your fast kids, they can do extra work or something in the class
The slow group progressed slower. The fast group progressed faster.
I'm not pushing them far--uh, you know, faster than they can go.
In that particular class, uh, we go very slow,
I should have ended that a little faster...

GET

("Get" is used literally for "become" and "receive": I get angry, they get the material from me, etc.)

They learn enough to get by with.
I'll ask them something and, "Oh, I didn't get that far,"
if he's lost...he's just going to get further behind
I knew that I would only get into a portion of it,
"Let's sit down students, let's get going."
Sometimes the kids don't like to behave and thus they get behind
they like to get off of the subject onto different topics
He really wanted to get through the seventh grade doing well,
They get by in English,
both of them do what they need to do to get by with.
they'll get to that point.
we didn't get to that.
They have so many basic things to get through
they were slow at getting it at times.
not being able to get to each and every individual child,
we'll get to the point where they can really say, "I know it,"
we didn't even get past those ten sentences today.
We had our spelling test today to get it out of the way.
we were slow at getting started today.
one way of being able to get my point across
we tried to...get through it...muddle through it.
just to get 'em started,
I...give them ten or fifteen minutes...to get that homework going,
I didn't want to get into the crayons and the rubber boots,
"how come they're getting by without doing it", (T mimics the kids)
I get carried away sometimes
I just get started and I just get going on a subject
it was getting so close to the bell,
we just didn't get that far with it I guess,
They're not wanting to get started;
(children) taking forever to get started.
I keep getting off the topic, don't I?
it was just my way of saying get busy
"we'll get to yours later,"

I was trying to get (name) to read,
she doesn't know how to..to get along with the other kids
they're busy getting out paper, or getting busy
I wanted to get (name) started
somebody who might not be getting started as quick as I wanted him to
before he gets going.
Get him goin'.
the noise level was getting to the point where,
it was getting near the end of class period,
They shouldn't get quite to that noise level,
I was getting to the point that I was annoyed,
"(name) let's get with the program."

GO

(Literal uses are: go to the bathroom, go to the office, etc.)

I was losing...them...I wanted to go all the way back
I go slower
it makes your class go smoother.
things that you go over last year, verbatim, you go over them again.
Now we can go a little bit farther with it,
maybe for a week or two, and go from there.
and then go from there.
I didn't want to go on.
But I don't like to just go on.
(Name) was right there saying, "Come check my work before I go on"
one chance to say things as we go along.
I wanted to go as far as I could with it before the bell.
I abide with them (the rules), go with them to a degree.
Sometimes it doesn't go as well as I wished it would
He doesn't like to go ahead unless he checks with me first
thus they go ahead on their own
I go very slow with that class,
I can ... go into more detail.
I can't let it go by me.
they're going to be doing it as we go along;
they're doing it as we go along,
I'm going to have to just let that go until next week.
we can work on that and go slower."
they'll go at a slower pace."
I'm not pushing them...faster than they can go,
In that particular class, uh, we go very slow,
I need to go over the same thing sometimes two, three...times
I'll go ahead and tell them again.
I know I need to go along with the rules like the other teachers do,
as we go along
the process that we're--we go through,
I would just as soon just start right in with class and go on
if I go right back to the basics,
I want them to be aware of each step, each step they go through
It didn't take them that long to go through this

GOING

("Going" is problematical. Literal uses appear to be in reference to the future: I'm going to do that, etc. Other uses refer to the present: I don't want disruption going on. The sense of accompaniment here is suggestive of the metaphorical figure of movement or travel.)

"let's sit down and let's get going."
I'm always talking, I'm always going;
I felt better about it knowing where I was headed and where I was going.
classes always seem to work better...when I keep it going.
the day I get the test I start going through there and jotting down
little notes

(The following large fragment is of interest for its mix of terms)

they need something fresh to keep their mind going, just to get
'em started, 'cause I find that these kids, need a push in
every direction, Uhm, you've got to get them going,
ten or fifteen minutes...to get that homework going,
its up to the teacher to keep this kid alert, to keep the kid going.
The kids never bore you, they keep you going,
you would never see the same type of activity going on all the time.
it was more important that other things were going on in the classroom,
I just get going on a subject and I think we're really going strong
we weren't going to hit it.
getting as much as variety going as you can,
(I) felt that some learning was going unlearned.
I think a good classroom requires a great deal of activities and a
great deal of variety to keep enthusiasm and motivation going,
having these particular projects going every single day;
I hate going over that two and three (times)
motivation and enthusiasm are kept going.
you can have routine things going also.
where I was going.
It seems to be a change that he's going through.
we're going to be heading in that direction;
before he gets going. Get him goin'.

MOVE

I might move on,
I'm gonna move on. And I want them to feel left out on purpose.
Because they should have been with me. So I'll move on.
we could move on.
time to move on,
They're quicker to pick it up and we move along faster
I seem to move along real well with that class.
I want to move on to something else,
I wanted to move on.
So it was time to move on very quickly.
I should have moved on probably quicker.

So I moved on.
just moving them along
minor things...cause the class to move slower
they are very bright and move right along.
I want to move out to other things
that keeps the activities moving, it keeps the classroom moving.
you can keep it somehow moving smoothly

PUSH

I push a lot
You push a little quicker.
you could push a little faster. You push, a little quicker.
I'm pushing and backing up as far as I can
he just needed that extra push from me
we're just kind of pushing, a little farther and a little farther.
I don't think either one would push for an A.
There was a particular area where I haven't pushed as hard. I've pushed hard with the punctuation and the capital letters
(administrators) don't stress it or push it
I kept pushing for it (a remedial course).
I find that these kids need a push in every direction.
I'm not pushing them far--uh, you know, faster than they can go.
I've got them in the class where they can be pushed.
I tell 'em, "This class I found that some of the students need help, so we're going to back-up and slow-down, and uh, I won't push you as hard."
the student who's being shuffled and pushed aside.
that's the only reason I don't push them.
he just needs a little push and he'll do okay.
I'm pushing sometimes real hard, and they're kids, and they don't want to be pushed any harder than anybody else

PUT

laughing and giggling...but usually it's put a halt to it (sic).
I put a lot into what I do.
it puts those that didn't do it behind,
and puts those who did do it ahead,
I'm always tryin' to put in too much in one 45 minute period.

QUICK

You push a little quicker.
we went through it real quick and got done with it and it worked.
they didn't snap back with the answers as quickly as I wanted them to. They were....slow at getting it at times.
If I see that they're done much quicker than I expected,
They pick things up quick
I had these certain kids in the class mixed with the smarter kids, ah, the quicker kids, they didn't get the A's. They didn't get

80's or 90's or 70's. They got 50's and 60's consistently.
because he doesn't, can't grasp the work as quick as the others
(Name) might not be getting started as quick as I wanted
it was time to move on very quickly.
I should have moved on probably quicker.

ROLL

I keep it rolling all the time,

SLOW

we go slower
those slower kids
They're a little slower...grab them back...I'm losing the kids
if it's moving slow...they're not with it
If they had gone through it slower I would have thought, "Oh Don't tell me we have to back that far."
this class is quicker than the others or slower or faster or... smarter intelligent.
Other times they are slower and it just takes them longer to learn things. Not that...they're dumber, they're just slower
we take it at a much slower pace
I thought the class went fairly slow.
I go very slow with that class,
they were....slow at getting it at times.
I keep it rolling all the time, I can't slow up,
we were slow at getting started today.
your slow kids learn from your fast kids
The slow group progressed slower. The fast group progressed faster.
the kids know when they're slower.
we can work on that and go slower.
We're going to go slow. "We're going slower."
They'll go at a slower pace.
"so we're going to back-up and slow-down, and uh, I won't push you as hard."
In that particular class, uh, we go very slow.
They like my attention, especially my slower students.
causes the class to move slower
it gets kind of slow.
she was slowly plowing through it,
He's kind of a slow starter, (mentioned twice)

START

we start breaking (sentences) down...they can start concentrating on what exactly is a complete sentence
I'd like to start combining (sentences), besides just put the word "and". So, one thing leads to another,
we got started with it anyways today.
a few weeks ago, I started working with clauses,
I always will start rephrasing what has been said, feeling like what

they missed, maybe they'll pick up.
when I start rephrasing, they can look back if I call on them to answer a question, and it's there.
I did remind them before we started the exercise.
I'm going to start from back where we need to start
they have so many basic things to get through before they start working on even just commas.
we were slow at getting started today.
he...started to name one, and he couldn't get past the third preposition
I'm gonna start doing, "Tom Sawyer" with one class
the day I get the test I start going through there
(it) started becoming a game for 'em,
that gives them kind of a bad place to start from.
(they) need a push in every direction, Uhm, you've got to get them going, and by saying, "OK, let's get it started," I feel like maybe if they get it halfway done, they'll feel the need to finish it.
after I started doing it I didn't like it at all.
I started out part-time, but then I got itchy,
sometimes I just get started and I just get going on a subject and I think we're really going strong
gives him a feeling of routine and order and a base from which to start.
Kids need a basis from which to start.
I would just as soon just start right in with class and go on;
I'll help them start thinking, too.
if I start from scratch, from simple concepts
I just start from scratch,
and it starts to get a little clearer to me
So when we're starting from scratch,
They're not wanting to get started;
so that might be why it started off more noisier than at times.
after taking forever to get started.
I remember looking at his paper, and he had a good start.
This kind of is when they start writing up their outline
I wanted to get (name) started.
(name) looked like somebody who might not be getting started....
I'll get him started.
He's kind of a slow starter,
but he's kind of a slow starter.
I'm sure it made him start,
It didn't take them that long to go through this and some were already starting to chatter and bother people quicker than I expected them to so I should have ended that

STEP

step by step organization the whole period,
it was laid out in front of them step by step what they had to do
they're always a step ahead of the other classes, because everything goes so smoothly.
they had step-by-step instructions to follow,

I want them to be aware of each step, each step they go through
it's step-by-step, detailed information that goes on there,
they're telling me one step at a time;
Roman numeral two, another step; Roman numeral three, another step.
they just you know are doing the step-by-step business.
not having step-by-step instructions.
they learned step by step.

THROUGH

If they had gone through it slower
we went through it real quick
He really wanted to get through the seventh grade doing well,
They have so many basic things to get through before they start working on even just commas.
so we went through that with that remedial class today.
I'm anxious to go through their papers and see.
go through there and make comments
Its a matter of like, "I've got to go through eighth grade. I've got to get this work done."
the day the test comes, I'm always looking through there because I want to see what they're covering
Last year, we tried to...get through it, muddle through it.
so I'm kind of muddling through it,
I'm hoping it'll look easy to 'em after muddling through this stuff
You can whip through anything in punctuation.
the process that we're--we go through,
I want them to be aware of each step, each step they go through
she was slowly plowing through it,

Part Two: Searches in Selected Scripts

AWAY

(They) don't take a lot away from the class with them
I get carried away sometimes and work right up to the bell,

BEHIND

Sometimes the kids don't like to behave and thus they get behind
they can't follow along, they're behind, they're lost.
And it puts those that didn't do it behind,

DONE

I was half-way done, three-fourths of the way done,

GOES

she goes the opposite direction
everthing goes so smoothly.
step-by-step detailed information that goes on there,

MISS

what they missed, maybe they'll pick up.
He missed out somewhere and too many times kids miss out in a classroom
maybe he really did miss out.
those slower kids miss out
they missed what I had said orally,
I don't want anyone to miss a thing I say
she usually doesn't miss things,
she usually doesn't miss.
(A student says) "Oh no, I'm not. What am I missing?
They have to write the words three times... the ones that they missed.
sometimes I miss the fact that he needs something that I'm not giving him
He was at the restroom, so he may have just missed something;

PAST

we didn't even get past those ten sentences today. And so I'm going
to have to just let that go until next week.

WORK

I want to work into simple sentences,
Then eventually I want to work into this
one particular student who was keeping her work up

INCIDENTAL FRAGMENTS

I finally got to the point
we got into it
because they were ready to end it sooner.

Part Three: Incidents of Other Metaphorical Figures

The entries here are arranged beneath the suggested metaphorical figure.

LEARNING AS PICKING UP

he picked it up too fast.
like what they missed, maybe they'll pick up.
Even if they lost their place they'll start picking up things
what they missed, maybe they'll pick up.
the more you say it, the more it's just certainly somewhere
they'll pick it up.
they pick it up better if they read it.
he knew more than he thought he did because he picked it up too fast.
then we'll just pick it up as soon as we can,
the kids had to pick out the rule they used
when kids pick something up,
I felt they were picking up speed at that point
"Boy, you guys are getting it," I felt like, oh good, the speed is
picking up a little bit.I felt good,finally they're startin' to

pick it up.
they'll pick up on their vocabulary just by listening
they picked up a lot in this film.
They pick things up quick
they're really picking it up this year.
I noticed at the end of the year, they were really picking it up,
as far as the kids picking up the information,
They were picking up things that I had thought they may have forgotten.

TIME AS A COMMODITY

given the right amount of time,
It's time consuming,
Because we spent too much time on it.
Because then it's a waste of time. I feel like I'm standing here
wasting my time way out in left field
I'm wasting time
it takes up time from the whole class
Journalism takes up an awful lot of time.
It takes up too much time.
work that I give them on the board seems to take up a lot of their time.
A lot of teachers think (meetings are) a waste of time.
we're wasting their time.
I like dividing my time up.
so that we would have had time to completely finish it.
I'm going to have to take next week and continue working with commas.

FRAGMENTS RELATING TO KNOWING AND LEARNING

know what's going through their mind.
learning is not something you shoot at somebody
get a handle on it
you have to show them what the right way is.
something fresh to keep their mind going, and keep them alert,
I'll bring them back...they're with me...understand what's going on
I think that's going to wear off very fast
put their thought in order
the process of thinking it out and putting in order their thoughts.
If I get a few responses, then I know that they're with me.
I like to get an answer from them, even if I have to pull it out myself.
pull a little here and pull a little there and get as much as we can from
he's just very disorganized and can't get his thoughts together
they can perform and get better grades.
the kids...were not getting the material they needed from me.
And he said, "Oh, I get it now "
some are getting it. Some,.. are still having a difficult time with it.
the more they do themselves, the better they'll get it,
I always have kids who start shining
They got a handle on it and now they're capable of giving it back to me.
it seem like the knowledge goes in their ears and it stays there.
It was just kind of they were feeling their way around, which is a
process, a learning process.

STUDENT BEHAVIOR

they did all settle down
he really wants to get to me.
I hate to be on somebody's back
I had the class...in my hand a little better
I had to keep getting on them, I had to keep getting them quiet,
you need to...settle them down then,
they get riled up,
then I do have to get on them,
you've got to put your finger on what the problem is
he just puts up a little bit of, "Oh, please don't,"
the child puts up too much of a struggle
Don't put students down
I don't think you'll find me putting a student down very often,
but I'm not going to put them down for it,
I'm not going to come down on them to the point that they're
embarrassed

GRADES AS COMMODITIES

that they get a "C" on the test, or a "B" on the test.
getting it done right; getting that A;
They get points,

ATTENTION AS A COMMODITY

she goes about getting (attention) in a strange way.
trying to get attention
he's getting my attention,
they'll do what they have to to get my attention,

CLASSROOM "ATMOSPHERE"

It puts an awful lot of pressure on kids,
not putting a lot of pressure on them, yet, still being rigid enough
not because I was putting the pressure on them

## APPENDIX C

### Incidents of Ontological Metaphors: Alice

This appendix contains fragments from Alice's interviews that represent ontological metaphors. The fragments were obtained by searching scripts for the following terms:

attention, brain, break, capture, carry, catch, caught, come, deal, drop, eat, fall, fit, gain, get, give, grab, grasp, handle, hit, hunt, keep, lose, loving, mind, minute, miss, motiv(e/ate), need, paid, pass, pay, pick, pinpoint, pressure, put, ran, reach, reaction, ride, rile, roll, sneak, stick, take, throw, time, took, top, turn, want, waste, work. (Not all terms yielded metaphorical speech.)

The results of searches for these terms are arranged here in the following categories:

ASSIGNMENT: things children are to do as part of schoolwork--homework, syllabus, test, etc.

ATMOSPHERE: relaxation and pressure are mentioned here.

ATTENTION

BEHAVIOR AND MANAGEMENT

CHANCE AND OPPORTUNITY

DUTY: typically yard duty

EMOTION

GOAL

GRADE

IDEA: proposition, reason, etc. that is not public, i.e. it is mental.

INFORMATION: speech or text publicly accessible.

LEARNING: referring to the action or process.

LESSON, CLASS AND PERIOD

MIND

PRAISE

ROUTINE

TEACHING PRACTICES AND TECHNIQUES

TIME

WORK

In other respects, the fragments are presented as in Appendix B.

ASSIGNMENT

keep up with their handwriting.
they need variety,(2)
I'm pushing 'em, but they can handle it.
the year will come up again.
I can...break them into reading
literature is a...break for them,
I've...gotten caught up in punctuation
I have to come up with portions of work
your turn hasn't come up yet.
they'll (n)ever come up with the perfect test.
library skills and reading and book reports could be dealt with
they haven't dealt with authors
do something for one day and then drop it.
I found a poem that I thought fit him,
he found one (poem) that fit...it fit him.
it...just fit in there...another ploy
I can('t) fit anything in here for you to do.
the poem fit him
I would give the kids their speech
that gives them...a bad place to start
give me a complex sentence,
I...hit...punctuation, and library skills...I feel pressed to hit
he hits reading
keeping their journals
He can make (a missed test) up
he has the opportunity to make that test up
What am I missing...can I bring it up?"
what they missed, maybe they'll pick up.
he did miss a lot of school
he missed an awful lot last year.
he missed too much school
I...put in too much in one 45 minute period.
stick with punctuation, parts of speech, and writing,
sticking with the same subject.
kids take speech
English...takes in parts of speech...
reading...book reports...the punctuating exercise,
the handbook...takes (them)...farther...
talking about different kinds of clauses
he wanted to take the test
I've taken them (exercises) up many times,
they... haven't taken and looked at the test

they end up not taking (the test)
ones that aren't ready...take the sheet test,
I had them take their fairy tale and rewrite it,
they were to take their favorite fairy tale and rewrite it.
that test we just took.
test that we took
a...class...that I took on newspapers?
they're throwing commas in
it doesn't turn out too well
We have to turn in lesson plans
kids...didn't...turn in homework.
they're turning in homework.
He was...to turn in a written essay
(a) girl has turned in...book reports,
I always come up with, "that's that, no make-up work",
I need to go over assignments
I get just so many basic skills covered,
(skills) he also hits,
he's been keeping up with his spelling,
a great deal of homework.
a great deal of activities and...variety
they could spot where the period would come
it comes to things like essays and term papers,
I still get clauses
start getting it marked wrong.
I'm trying to give them stories,
they were giving me a complex sentence
keep things related
Give me an simple word
I'll...give it to another class
I just had to give...a...sentence.
give a whole lot of homework.
given them homework
give routine homework
work that I give them on the board
give them a whole lot more.
I give them two major tests
give them just one test
teachers give homework
give them essays
give me a fresh evaluation
he hasn't given me one (an evaluation of my teaching)
different things... keep...not too unrelated.
they have to write the words,..they missed.
what type of speech they needed,
they just don't want to do it...they put it off...they put it off.

ATMOSPHERE

the relaxed atmosphere helps a great deal
I need...a relaxed atmosphere.
They...can('t) handle (pressure)

it puts an awful lot of pressure on kids,
they don't feel the pressure on them,(2)
I was putting the pressure on them,
they don't feel the extreme pressure,
you have to...not put...a lot of pressure on 'em,
not putting a lot of pressure on 'em,
extreme pressure...put on a child

ATTENTION

students... don't ask for a lot of attention,
you don't have time to give everybody attention,
you want them to pay attention
she wants a tremendous amount of attention.
she'll do anything to get that teacher's attention,
instead of drawing a whole lot of attention to it.
catch all of their attention
give him attention
he's getting my attention
I never...paid any attention
trying to get attention
you had their attention
wants a lot of attention
They...crave attention.
(they) need a lot of attention.
(they)will...get attention.
they keep bringing my attention to...things
He's getting the attention
you hate to draw attention to it.
you get their attention.
You've captured their attention
you don't get their attention
I could have kept their attention.
they didn't pay any attention
Anything to get attention.
if they... paid any attention
"My child doesn't get enough attention."
he would get enough personal attention.
he does like my attention
she needs a lot of attention.
I have seen kids needing attention, but she seems to need it more
I can't give her all that attention she needs
he loves the attention
he sure is out there to get that attention
They're just always wanting my attention.
I don't want their attention
don't...give him too much attention
He's getting the attention
give him that special little attention
her needing attention, and one way of getting it.
need to be paying attention
They need attention

they paid any attention
they're...not paying attention,
paying more attention
he wants your attention,
the attention that he wants,
grab the kids again...you don't wanna lose 'em.
grab the kids, to...get them to relate
If I'm losing the kids...I can grab them back.
you lose the kids,
you...lose the kids for a minute,
it loses something...you've lost the kids,
you lose your kids.
I hate to lose the kids...it's a waste of time.
maybe they'll lose some interest
the kids are with me and that makes me feel good.
he then turns off, he doesn't want to listen to you.
they like my attention...they have to get my attention,
They like my attention,
they need that attention
she's just...wanting his attention.
He wants the attention.
she wants attention
he needs too much attention
She wants so much attention
he wants your attention,
I like attention.

BEHAVIOR, MANAGEMENT

I was right on top of them
I get carried away sometimes
(trivial things) should(n't) be dealt with like they're dealt with.
that one should be dealt with.
These can be dealt with by the teacher.
it should be dealt with...you're dealing with other material
drugs...need to be dealt with.
Smoking or alcohol abuse...can be dealt with
displays of physical affection...should be dealt with
"You can hear a pin drop."
he threw that fit
get the class right back to where it should be.
they get carried away with their talking,
(removing them) gets the room quieter.
it gets taken care of,
I can handle the noise,
he doesn't fly off the handle
he was obnoxious we couldn't handle that...I couldn't handle that.
keep the talking out of the classroom.
they...keep that talking going
keep a barrier up...between yourself and the student.
keep their distance.
keep that (distinction between noises)

he would make a bigger annoyance
This needs to be dealt with,
I don't...put...a student down
a child puts up...a struggle
I put him on the spot
it...put me as a middle man...to settle things
teacher puts up with it.
take care of this in...class.
it gets taken care of...dealt with.
they may take advantage
When you first meet him, you don't know how to take him.
you just have to take a stance with her.
verbal abuses being thrown around
(verbal abuses) thrown at each other
be a good time to throw (a management direction) in
handling discipline at that time
I felt like I had to be on top of (the kids) much too often.
On top of things.
wanting to be on top of it...to be noticed.
turns right around and he's cruel...rotten and mean
(Name)...get(s) (the girls') attention...then he
turns around and says he can't stand 'em.
ignore it 'cause I don't want it to be any worse
I think (their behaviour) should be dealt with.
I'm not going to come down on them
I'm not going to come down on them very hard
I do have to get on them,
you can step in and take care of it (a fight)
you might have to take it farther
I would take it as far as punishing
I would take this to the office...to the administration
I had to ride the kids a little harder today
I need to keep the talking out of the classroom.
truancy...Stealing needs to be dealt with.
something personal...needs to be sent to the office.
I need to have the classroom behavior.
Cutting...class...need to deal with the office.
organization is a big key to keeping a class,
I...keep on the kids, keep on the kids...keep riding on the kids,
keep your eye on every...student
it keeps the class under control
a tough class to keep keep a hand on
keeping the class under control.
she just doesn't know how to handle her class.
you can't handle them.
I don't like the way they handle...my kids.
I'll handle my own discipline.
He handles discipline fine now.
I handle it privately.
I handle it...differently
I'm...working on how to handle that.
one teacher can't handle Frits...cannot handle Frits.

it wasn't handled well,
I'd rather handle it that way.
problem...best handled by an outside person.
teacher is not able to handle the student
teachers...do not handle discipline
easier...to handle those kids
I'll call on 'im to get him back with the rest of us.
I didn't want to make a big deal about it
it bothered me...a great deal.
bringing a radio...That's no big deal.
Pushing and hitting...I like to deal with
I will deal with it myself
I don't like to...deal with.
passing notes...I'll deal with too.
The physical abuse...you need to deal with.
Truancy....need to deal with the office.
they would deal with me...I am not going along with the rules
reading a...book in my class, I would deal with
teacher can deal with it
you've gotta deal with it
I'm going to deal with it in my classroom
bothering other people...annoys me a great deal.
if I can deal with it, I would rather.
It's no big deal.
it's not that big of a deal.
"Let's make a big deal of this".
It's not that big of a deal
they did all settle down
he really wants to get to me.
I hate to be on somebody's back
I had the class...in my hand a little better
I had to keep getting on them, I had to keep getting them quiet,
you need to...settle them down then,
they get riled up,
then I do have to get on them,
you've got to put your finger on what the problem is
just puts up a little bit of, "Oh, please don't,"
the child puts up too much of a struggle
won't put students down
don't think you'll find me putting a student down very often,
But I'm not going to put them down for it,
"we really need...quiet,"

CHANCE, OPPORTUNITY

I didn't give him a chance to...react.
If I give him a chance to respond
give him a chance to talk
Give me a chance.
give them that chance to read it
giving them the opportunity
give everyone at least one chance

give everybody an equal chance
give you a choice."
give them a second chance
give them a more balanced opportunity

DUTY

Principal...give us the least amount of duty
he's had to give us more
he has to give us more duties

EMOTION

I just wanted to...cry and fall apart
kids...just wanna get your goat;
(the story) gets.. the emotion,
The more I...care...the more they give me
it gives him a feeling of routine and order
give them more fuzzies
keep enthusiasm and motivation
keep enthusiasm and motivation high,(2)
keep up enthusiasm and motivation.
keep enthusiasm up
He doesn't...lose his temper.
keep enthusiasm and motivation going,
he...needs a little push
these kids...need a push
he...needed that extra push
I put a lot into what I do.
what...kids are having to put up with.
it takes some kind of shame
you can take a certain number of (inservice meetings)
they took an interest in it.
spelling test threw a lot of students off.
they feel pressured...very uptight just feel pressured.
you...have to feel motivated...feel high...to teach
they don't feel that terrible need to hide it
He doesn't get all mad and lose his temper.
it gets ... too hectic.
he'll get bored, (2)
that kind of makes me uneasy.
I...need...stimulation
you...need...patience.
nervous...I don't know if I want that."
they just want sympathy.
keep them motivated...keep them enthused
being self-motivated to get that...down on paper,
keep them motivated,
quiet... shy... not real motivated,
They start getting real mad,
he gets real shy.
He just gets very embarrassed.

she gets embarrassed,
I got embarrassed
they just get very uptight
it makes me mad (2)

GOAL

mom and dad have given him a goal to reach
my goal may have been reached
you reach the goal
you'd love to reach this goal,
"here's your goal...stick to it."
I could throw in a dual purpose

GRADE

Grades come easy
grades will always come second
Zero is what they get for it,
they...won't learn...by...getting an F,
they...don't care', if they get the F.
They...get good grades.
(Name) gets better grades
"how do I get this grade up to a D?"
they get poor grades
they're getting seventies and eighties
getting the grades,
I would give them points
you give them a zero,
we don't give letter grades, we...give points,
I'd give them an 'F' for it,
I'm not going to...give F's
give 'em an F
give me an A for poise.
I give them a grade
they want to keep that A.
take...off...grades...,that's what I need to do.
I would take a late outline...take off...points
"take it off my grades".
take a few points off the final grade,
I'll just take their grades in class.
"You'll take an F",
sit there and take a zero
"take the F, you didn't get it in on time".
I do take off...three points
Good grades, top students.
What do I need to pass?
doesn't want that A bad enough
student who wants the A,
he wants the grades,

IDEA

come up with all new...ideas,
I haven't come up with something yet,
I'm not real sure what the deal is here.
She'll push it...and I just wanted to drop it all.
I give them...an idea,
I've never put (thoughts) down on paper
my negative things...I can put my finger on (thoughts).
I'm having a hard time putting it into words,
he puts down his thoughts
stick with...set ideas
Let me...get my thoughts together
I...can't...get my thoughts together.
put their thought in order
putting in order their thoughts.
I can come up with another reason,
your reason...you don't pinpoint it

INFORMATION

break down the information
clause(s)...if we start breaking them down,
break these things down...make them sound...simple.
I break it down into...easy terms.
I didn't want to...break the context
come up with more unusual adjectives,
(knowledge) doesn't come back out
When I say something, he comes back with it,
they...don't...get that direction,
kids...were not getting (knowledge and help)
knowledge, they aren't getting it
get it out more clear to the kids,
get as much (information) as we can
it gets back to them,
the kid gets bawled out
given oral directions.
give to me the order of a football play
read yours...but...don't give it away
I give directions,
you could give more (explanation)
giving answers
I give them the word.
they give me an answer...the right answer.
I have to almost give (the answer) to them.
I...give these directions
I've given (information) to them taste by taste little by little
I give them a little more and a little more (information)
I wanted to give 'em...more background
He doesn't want to give out (information)
Give me something positive (to take from a meeting)
I've...hunted down all the information

the point that the school keeps bringing out (gum beneath chairs)
we keep (the information) that way
the difference would make them notice it.
What makes a sentence and what doesn't
sometimes I miss the fact
missing the point or something
commas...the kids had to pick out
kids picking up the information,
they'll start reading...start picking up things (information)
I don't put it in such difficult terms.
those words...Sneak it in on them.
"stick with these rules and regulations."
I'm not sticking to the rules
they need to take notes,
definitions I took...out of their...speller book,
I decided to throw that in...Sounds much better
we're throwing in the fact
a good time to throw (comment about cheating) in
throw those words at them.
I touched upon (clauses) a couple of weeks ago,
I always come up with, "that's that, no make-up work",
"no" just doesn't come out of my mouth.
I give out that same answer, or...explanation
student doesn't give right answers,
they didn't give me the right answer.
give answers out;
Student doesn't give right answer,
they don't give me the right answer.
I'll give you your alternative
they have to give me dialogue,
I'll give him a serious answer
questions...we weren't going to hit
they missed what I had said
I don't want anyone to miss a thing I say
she usually doesn't miss things,
She usually doesn't miss.
I'm missing things,
a lot of kids thinking they missed those,
they get immediate feedback
I do like immediate feedback.
I can see a little feedback
it gets to be known.
she wants to...get all this information she needs.
material...lessons...knowledge...help they needed.
not getting what they needed from me
some...students need half (the information)
kid...needs assistance,
kids...need...knowledge,
they don't need...help.
I don't need...help."
information they needed
they needed help

they want your reaction
he takes things...seriously.
I couldn't think of the word I wanted.
then you get (the question)...what do we label?
I get a few responses,
I like to get an answer
he makes little comments
they...make comments
I need (repetition) sometimes
I would always want an answer
It's light-heartedly given

LESSON, CLASS AND PERIOD

keeps the activities...(&)...classroom moving.
the speed is picking up a little bit
I keep it (the lesson) rolling all the time,
I...only get into it a portion of (the lesson)
They're quicker to pick it up
we'll just pick (the lesson) up
stick with (the lesson) this time.
lessons taking place (2)
I'll just move on when I need to.
I keep (the lesson) rolling all the time,
take it...slower
I...keep...tying it (the lesson) in
classes...I keep...going.
then you lose your class.
seventh period catches, is the catch hour.
taking roll...breaks the class
second period comes in
Third period comes in
Then comes fourth period
fifth period comes in,(2)
it...made the class fall apart
that makes the class fall apart.
keep the class with you.
get smaller classes
seventh period... everything gets cut,
I ended up getting... my A students
take what's given you.
keep the class controlled.
they need their English class,(2)
you can...put your finger on a certain class.
seventh period rolled around
take part of the class and read something special
you have to take those classes
take the (classes) that are offered
I have taken some (classes)
another English teacher...took some of the overflow from me.
The kids...keep you going,

LEARNING

they don't...catch it the first time
(with) written...(and) oral directions...you can catch...the kids
I didn't catch that...when they're saying (the word) stuff.
You catch a few here, and a few there, and then you work on it,
I caught at that moment...for some reason it dawned on me
difficult things...'ll come clear to 'em.
School comes ..easily
studies come easier
I learned a great deal
they learned a great deal.
Some...forget a great deal.
"I get it now "
they were....slow at getting it
"you guys are getting it," (learning)
We...read it and...what do we get out of it?
they're getting this stuff.
he...can't grasp the work as quick
they had grasped something.
they...have a better handle on it.
They got a handle on (the story)
they...lose a bit...They're not gonna lose that much.
those slower kids miss out
they're the ones who lose out.
they've missed out and so they're in the remedial class.
when...kids pick something up...its exciting,
she realized that; she picked that up immediately
they're startin' to pick it up.
They were picking up things that I...thought...(were) forgotten.
the more you say it, the more...they'll pick it up.
they pick it up better if they read it.
he knew more...he picked it up...fast.
They pick things up quick,
they picked up a lot in this film,
parts of speech...they're really picking it up
they were really picking it up,
maybe they can pick up those few words
I picked up along the way. (information)
I put up a mental block
I was not reaching those kids,
one teacher has to reach every one of them.
takes them a little longer to catch on.
they're letting learning take place (2)
the kids...took away some more knowledge
He keeps up
they aren't keeping up.
they're waiting for the other half to catch up.
they were picking up speed at that point

MIND

keep their mind going,(2)
His mind is continually going.
something fresh to keep their mind going,
things...just come to mind.
my mind's gone blank
you have it in your mind,
I'm curious to see...what I see in my mind,
Painting me a picture, in my mind,
they know words in their mind, they understand words in their mind,
that was in my mind,
they were unclear in their mind
What went through my mind
their mind is off outside
I know what I have in mind to do
things come into my mind
he's got fifty things going on in his mind
I know...what's going through their mind.
I know they're in their mind
Their minds were elsewhere.
he's had more on his mind
maybe not in her mind...it was all forgotten
they need something fresh to keep their mind going,
I'm getting muddled

PRAISE

The more warm fuzzies you pass out, the more you'll get
give them a lot of praise.
the more praise I give
praise you give
need to hear more positive things
warm fuzzies you pass out,
they want to have that pat on the back

ROUTINE

we all...need...a routine.
I don't need a strong routine...but...some...routine
we all need some routine
you do need some routine
Every student needs some order and some routine
I wanted something new, I wanted something different.

TEACHING PRACTICES & TECHNIQUES

Individual instruction is so helpful,if you...give it
you can't give enough individual instuction.
you can't handle (individualization)
a million different lesson plans...you can't handle
many...teachers...aren't going to stick it out.

(it) takes a teacher a while to adjust
keep it...moving smoothly, those transitions

TIME

there comes a point
when it gets down to the last minute.
given the right amount of time,
I give them too long a time
they might give you that time.
on probation...gives you a whole...year.
ten minutes went by
I hate to waste any minute, any minute
I feel like that's five wasted minutes.
it gets down to the last minute.
I let fifteen minutes be kind of a point,
bus duty...takes up ...fifteen minutes
I hate that forty-five minutes
forty-five minutes we're wasting their time.
in the long run, saves me (time)
take the time to discipline
take next week...with commas.
taking roll takes up time; it takes up time
it takes up time...Sending them to the office
somebody takes longer
that did take up some time
It takes a while to get used (it)
It takes up too much time.
work...take(s) up...their time.
It takes me three to four minutes (to grade)
bus duty...takes up fifteen minutes
it does take a lot of extra hours.
I just can't take the time
(some things) not a waste of time,
lack of time,
takes up so much time.
having a hard time
spend more time working on class participation
I hate to waste my time
they...don't have the time to get it done.
I wish I had more time
take the time to discipline
feel like I'm wasting time. I don't want to waste time
we don't have time
tomorrow we won't have time.
give them too long a time
waste time with them
that did take up some time.
at the same time, Journalism takes up...a lot of time.
I...can't find the time to do it
they wasted some time. I hate to waste time.
it's just a waste of my time

then it's a waste of time...wasting my time way out in left field
a lot of time is wasted
so much time is wasted
you waste time
it's such a waste
(workshops are) a waste of time.
some...were a waste of time.
(Introductions at workshops are) a waste of time.

WORK

she goes to more work than she'd need to
he didn't get his work up in two...weeks,
they're doing work that they can handle,
journalism work...they can handle it.
I was not hitting those kids (with work),
keeping her work up
he has a day to make up his work.
he has two days to make up his work.(2)
the Neat classroom, and the Quiet written work, you need
they need work
take some of the workload
get some of the work done,
what they need work in.
She just did a little bit too much work.
the rest of us can get along with our work
have their work all done.
I expect them to have most of their work.
Failure to complete work.(2)
I'd rather do most of my work in the classroom
work that I give them on the board
he has a day to make up his work.
he has two days to make up his work.
they can do extra work
journalism...would be a lot of extra work,
extra work...going to the games
I've got to get this work done.
the speed is picking up a little bit.
I...didn't fit in...as much (work) as I thought I would fit in
I'm gonna fit it in...I'm gonna fit it (work) in.
they're still working on paragraph form
Commas...we worked on in that class...worked on commas.
before they start working on...commas.
her subjects didn't coordinate with the verbs...we worked on that.
I talked him into...working out a poem.
we finally worked out...the fact, we liked each other
new ideas...I'm practicing what works, seeing what works
and what doesn't work.
I'm going to have to...continue working with commas.
that didn't work and so I'll try this
I know what works...and what doesn't work with them.
it's working out with them

working on an inappropriate task,
I want to work into...simple sentences,
I want to work into combining sentences
You catch a few here, and a few there,and then you work on it,
they'll work on this 'til they're seniors in high school,
The first time I worked on this,
I think a few weeks ago, I started working with clauses
we're working...hard on clauses
We need to work on it.
we can work on that (an area of difficulty)
I'm pleased to see that it is working.
classes...work better for me
that seems to be what works for me.
I don't know what would work for somebody else,
it works...if you have them doing unrelated things...it doesn't work
Whatever (trick) works,
They haven't worked those
It doesn't seem to work.
(students marking papers) works, to a point,
what they need to work on.

FRAGMENTS NOT CATEGORIZED

you take off from that base (routine)
They give the teacher...freedom
I don't like to take on a job and do a poor job.
what we need to hear to keep us on our toes (negative )
"Film catches everything, especially (Name)...shooting spitballs.
I'll catch a note.
quality and quantity should come together.
I'll buy them, but it'll come out of my pocket.
keep them, if it comes out of my pocket
that is a drawback there.
"your voice dropped,"
Where did I get my orientation?
I get caught...I'll forget that I did promise
I had to give him to you.
I needed that experience.
students...need people to talk to
a need to ask...things.
they don't need to have marijuna, they don't need that stuff,
I needed the challenge.
put your finger on what the problem is
I get tired of running off mimeograph sheets
wanting to be accepted...no matter what it takes.(2)
"wait your turn, be patient, wait your turn",(2)
your turn hasn't come up yet...
wanting...socializing
make that split-second decision.
I know I need to go along with the rules
the poor teachers have to take it.
stick up this wall between yourself and the student.

I've taken many courses
I took...psychology
I took these Ed. Psych. courses
We need a remedial course.

## APPENDIX D

### Incidents of "Lesson as a Moving Object": Bryn

This appendix contains the fragments representing the metaphorical figure "Lesson as a Moving Object" which were found by searching the scripts of Bryn's interviews for the following terms: ahead, along, back, cover, direct, drive, far, fast, flow, get, go, going, lead, middle, miss, move, pick, pull, push, put, quick, slow, spur, start, step, through, veer, wind, zip.

The entries are arranged as in Appendix B

AHEAD

anybody (could)... get ahead in the lesson,
other classes were ahead of this class,
they go ahead and finish their discussion (2)
they would go ahead and do this.
I went ahead and told them.
we'll go ahead and start our lesson
other classes...would probably go ahead
we trudge on ahead
I went ahead and...had the same lesson
I went ahead and taught it,
I let her go ahead
I want to go ahead and finish the...lesson.
some kids...get ahead a little bit.
brighter kids...go ahead
those who want to get ahead go ahead

ALONG

answer as we go along.
I told them that all along.
I'd been checking all along
you...have to help them along
they help them along
they're reading along,
class,...moves right along,
It's just...flowing along.

BACK

I can come back (in the lesson)
channel the lesson back in the right direction,
they can be wrong...then I...pull back in,
She did not go back
we have to go back and start building...again.
we apply it back up to history
It's not fair to hold them back

CATCH

we have to read all period to catch up.

COMES

they are excellent when it comes to discussions.

COVER

how can you...not cover the Civil War?
todays lesson...covered small groups
I had covered that
I covered how to reproduce the picture
they follow pretty much what we're covering
what we covered in one class.
questions that had been covered
according to what I've covered
a certain amount that has to be covered.
key ideas that I want to cover,
we covered it in depth
You wouldn't know that if you hadn't...covered (it).
what was important that we've covered.
We've covered a lot

DRIVE

she drives us through some of those boring lessons
she'd drive us nuts because she could not keep up with our timing.

FAR

what we've covered...so far
what we have done so far.

FAST

we did it (lesson) faster than usual...
this class moves a little faster.
"This class goes so fast,"
this class goes so much faster
certain things that went faster
It goes a lot faster.

FLOW

It's just kind of been flowing along.
It was a pretty free-flowing class.

GET

get some kids rolling,
not as far as I wanted to get,
I don't get to it (certain place in lesson)
anybody that wanted to get ahead in the lesson, could.
rushing to get his project done,
he was really rushing to get done.
get off the record and relax.
get out of reading
as far as I wanted to get,
War of 1812... We didn't get up to it.
We got up to it, but we didn't get through it,
we got some of the boring background out of the way.
We didn't get to it.(2)
get to a spot where she can read easily
get...her up to the point
we're not going to get as far as I'd like to get
we didn't get any further.
I...had a hard time getting them past Shiloh.
I'm getting through the other classes
We...got off the track,

GOING

I...had them going for a few minutes.
the burden (to keep the class going) has fallen on (them)
what's going on in the classroom.
understand what is going on?"
let her keep going
we weren't going to make it. (cover set amt.)
keep us going again.
I was going through and reading
what was going on,
"Do you want me to keep going?" (reading)

LEAD

setting up the next day's lesson,...leads to freedoms,
they're...leading the discussions,

MIDDLE

in the middle of the lesson. (3)
strictness in the beginning and...lassitude in the middle.

MISS

In this lesson..I...missed those three kids.
they can find the answer...if...they missed it
we...missed a class time,...it becomes mandatory for me to catch up,
(where we missed a class)...mandatory for me to catch up,

makes me wonder if I missed him.
I...had missed those three kids.
you miss other readers

MOVE

to keep the pace up,...I almost never read.
different activities to keep things moving and not get boring,
we move quickly,
(she) could not keep up with me when I moved
back and forth.
this class moves a little faster.
several tasks...keeps the class moving.

PICK

veer off a few minutes and pick up a few more,
it doesn't hurt to be a few pages behind and then
we can pick it up later.
I'm trying to pick the best point to stop

PULL

I have to pull back in,
I'm constantly pulling it down to their level.

QUICK

we move quickly,
he...finished so quickly,
trying to get his board done quickly.
they got it very quickly.
it's just a matter of running down real quick,(attendance)
It moves very quickly,(class)

SLOW

it was a little slow,
we really were slow today "
shocked me that we were that slow.
it's a slow day

START

even if it isn't his turn, sometimes I'll start with him.
I don't start the lesson until we are calm and passive.
I know who we start with,
once I start the lesson (2)
"How do I get started?"
we start (working) and we are moving constantly (through the lesson)
about three minutes after we've started (the lesson)
go ahead and start our lesson

it starts the paragraph
they start thinking
I started the lesson too soon...they weren't ready
I should have waited longer before I started
Brenda started and then sort of folded it up,
She...would take the time to start.
we start at one space and we go down the lines

STEP

when I step in they get angry at me,

THROUGH

I give them answers as we go through class, through the lesson.
as we go through our reading
she drives us through some of those boring lessons
we go through and we talk about it, we discuss it,
we went through (our reading).
I'm getting through the other classes
better the second time through.
we work our way through half
(skills) are followed through
she just zips through the paragraph.
all through the lesson.
If you go through,
John will come through for me here.

VEER

sometimes we veer (onto other topics)
that will help those that have veered off
we may veer off a few minutes and pick up a few more,

WIND

that was the cut-down right there, the winding down (of the lesson)
a winding down,...winding down from the lesson,
wind down at the end of (the lesson)

ZIP

Third period just zips by
she just zips through
I zipped over it real quick,
I zip through it real quick.
Lana zips over them (words in reading lesson)
this one has a lot more life and zip to it,(a war)
I'm not zippy and zingy

NOT CATEGORIZED

LOSE

I continually lose students
I lose them twenty minutes into the lesson.

## APPENDIX E

### Incidents of Ontological Metaphors: Bryn

This appendix contains fragments from Bryn's interviews that represent ontological metaphors. The fragments were obtained by searching scripts for the following terms:

attention, attitude, brain, break, bring, brought, burden, capture, carr(ies/ied/y), catch, caught, come, deal, drop, eruption, fall, fit, flare, gain, get, give, grab, grasp, handle, hit, hunt, insight, keep, lose, lost, loving, make, meet, mind, minute, miss, motiv(e/ate), need, paid, pass, pay, pick, pressure, put, ran, reach, reaction, ride, settle, skip, slide, slip, take, thought, throw, time, took, top, trouble, turn, view, want, waste, work. (Not all terms yielded metaphorical speech.)

The results of searches for these terms are arranged below in the following categories:

ASSIGNMENT: things children are to do as part of schoolwork--homework, syllabus, test, etc.

ATMOSPHERE: relaxation and pressure are mentioned here.

ATTENTION

BEHAVIOR AND MANAGEMENT

CHANCE AND OPPORTUNITY

DUTY: typically yard duty

EMOTION

FREEDOM

GOAL

GRADE

IDEA: proposition, reason, etc. that is not public, i.e. it is mental.

INFORMATION: speech or text publicly accessible.

LEARNING: referring to the action or process.

LESSON, CLASS AND PERIOD

MIND

PRAISE

ROUTINE

TEACHING PRACTICES AND TECHNIQUES

TEACHING AS A PROFESSION

TIME

WORK

In other respects, fragments are presented as in Appendix B.

ASSIGNMENT

I try to break it up with...(a) homework assignment
the game comes together
"no big deal." It's just one more assignment,
(completing homework is) no big deal,
"(one assignment's) no big deal."
you pop quiz first period only and then drop it
I want to...fit...my lesson,
I'm going to get a variety (of questions from the students)
the other class wouldn't get that question
they...are going to get them tomorrow on the test,
When you get a homework puzzle and you don't know anything on
it, it's a drag.
I've given a test on Wednesday,
I hadn't finished the unit in enough time to get the review in
(she) wanted to get out of reading
We get into some good discussions
when I step (into the student's defence mechanism)
they get angry at me,
the school does not like us to give sentences.
we have to give an essay.
We are not to give sentences anymore.
We give essays.
she gives us half the words,
if I have given ample...preparation,
I give a chapter review.
I have to give them (tests).
testing situations I give,
pop quiz...I've given those in the past.
I give a preliminary test...when I start off.
I'm gonna give 'em their homework
give her a whole paragraph,
test and quiz that I give
I'm not giving them a chapter review,
these kids...can't handle surprise tests or quizzes.
(it) wasn't a big paragraph...she could handle it

she assumed once she hit the darkened area "I'm to quit."
keep track of their quizzes.
we can pick...up (the pages of reading) later.
I put the burden all on them (to make decisions).
(Name) gave him half of his questions
I may...not be able to take the test
I...(don't) take my work as a burden to him.
take two and half lines (of sentences for punishment)
"Do I have to take it?" (the quizz)
"I have to take the quiz "
I couldn't take the quiz or the test.
I'll take...(their stories)
(teacher) make(s) them take the whole unit over
(I) throw the books aside (to stop the lesson to talk)
They took some of these (questions) off of the puzzles
This.. assignment...took-up...three fourths of the page.
we took a quiz
they took the quiz,
they took the Civil War test
she didn't want to turn loose of her game.
(they) turn in their work,
(they) turn in a notebook
notebooks...(they) turn in their sixth one.
They're wanting to stay with their...game.
fifth period wants discussion,
(I) gave out work to those kids.
"(this game) doesn't work," (2)
we could work it in where the projects came due
I don't expect 'em...to do...the work
their work counts
they're working...on...homework...classwork and the
lesson of the day
working on homework is sort of a freedom,
kids...responsibility to find out what the work was,
discussions, this is their work
they're working on classwork and then it becomes homework
all the work is done.
"When do they do their work?"
they haven't finished their work
I bring in the new chapter,
they've brought...(discussions) up.
(The game) has brought her out of her shell
to read...would have really burdened him,
(to read),...really burdened (her)
it's not that big of a burden...to finish
the burden is...the homework
(they) make up these questions
they ...finish their discussion...it makes me feel good
To give you background,...to make you ask questions.
I want to...make sure they really did the (work)
"I can make it through one paragraph."
we could skip this (game)

we could skip some reading sections.
They put a lot more interest into this unit
(assignment) was...on an ability level that they could handle.
the paragraphs coming up were..burdensome
some (students)...slip through (school)
(projects) take...money or resources.

ATMOSPHERE

He has pressures.
there are the pressures,
(discussing the problem will) relieve some of that pressure.
the pressure on the school board made them change it.
It's going to put some pressure on some teachers.
they're going to feel a little peer pressure,
peer pressure works,
put peer pressure on these kids and it works
I have gotten my contracts through pressure.
nobody puts any pressure on him not to do it.
nobody puts any pressure on him
pressing,...them to go that far without a break,

ATTENTION

their attention span is longer.
their attention span is shot.
He just has a low attention span.
they're paying attention,
(he) will strive to get attention
But it was an attention-getter for (Name).
this was an attention-getter
he still got attention...that's what he's wanting.
(he's) getting my attention,
he's paying attention,
do some of the things to get attention,
he's had other ways that he got attention,
he is getting my attention,
you give them that extra attention,
you can (give) them more of the attention.
you think he's paying attention,
I will mouth, "pay attention"
those who aren't paying attention,
we don't all pay attention all the time.
"you're not paying attention."
he just pacifies me by acting...like he's paying attention,
he is distracted...rather than paying attention.
he's going to...get attention
they don't pay attention in class.
they really can't pay attention.
(Name)...rarely pays attention.
what catches their eye.
He would...get attention,

he gads about...in the book, rather than paying attention.
half of your class isn't paying attention,
"If you think the Klan is just part of this history book,
you're naive, you're not paying attention."
listening and they're paying attention,
They...pick up when I say,
they just turn off.
I turn myself off to them,
attention...he's wanting.
I...want to be sure they're all with me
(my attention) was brought to it a few times

BEHAVIOR

you're breaking school policy,
you're breaking courtesy policies.
it took...men teachers to break up the fight
I wouldn't even consider trying to break up a fight
if you break the rule,
I catch somebody copying,
they...get caught (chewing gum)
it comes down to eyes...eye contact.
I'll give them this look and purse my lips and wait.
he comes on right after the bell rings
(misbehavior) comes or goes.
problems that come
a little boo-boo, I don't...come down on...hard.
I was always having to come down on them.
Stealing is usually not a problem I ever deal with.
teachers almost never have to deal with stealing.
they deal with the problem there.
we get a lot more problems dealing with sex
it's no big deal.
I frowned at him....not making a big deal
I'll get it for a few days, and then it just drops off again.
(Saying "Yes, Ma'am") has dropped off
she dropped that big heavy scene
"Did they really get away with that?"
I can't even get a phone number to get a hold of him
we can get off the record and relax.
I get little misbehaving.
I was getting this frown
(teacher) give(s) them that evil look.
they'll take some and give some (compromise)
if we have some understanding, we both give
and we take from each side.
she'd...give you the hard cold stare,
He gives the group fits (of laughter)
he...gives you that grin
saying "None of that in the halls" handles most of (the problem)
the way we basically look at it is that if

you see it, you handle it.
If it's in their own classroom, they are supposed to handle it.
they have to handle it immediately,
"Oh I can handle that...that's nothing"
depending on how I handle him, he'll continue to pout
(if) it's quiet when we start, they'll keep it quiet.
I make them keep it fairly calm
they lose their control.
sometimes I miss something that I missed in class.
I feel like I have missed a lot of (class behavior).
I...need a quiet to hear grades.
(student) picking at other kids...you don't want to be picked at
he likes to go around and just pick at people.
he picks on the kids.
"you are picking on everyone."
"He's...picking on us."
boys that he was picking on
picking at other kids is...a defence
you don't want to be picked at
if you pick first you won't be picked at.
it puts the monkey back on the kids back,
"Put a muzzle on (Name)"
I ride people,
(students) take it easy on me,
They take it from him (annoyance)
They all...take it from him.
kids take it (punishment) (2)
take (tardies) off on their report card.
you take...that barrier down (between student & authority)
It takes...men teachers to break up the fight
he will...turn negative
it took (them)...to break up the fight
I want them to come in and be near-to-perfect.
I want this perfect behavior,
I don't want any movement (of kids).
I don't want whispering, I want no passing.
I want it quiet.
they wanted the administration to know how they felt.
some of them want...to please their parents.
some of them want...to please me
(some) want to learn it to please me,
kids...respond when they know what you want..
I work towards it (maintaining control)
the only time there was ever a flare was (then)
(they) lost a lot of privileges
it is making fun of anybody.
(kids) that are using it to make a point
(tiredness) makes a difference in their performance.
I make a conscious effort to raise my head up
I make that effort...(to review)
they didn't want to make it an official problem
I have to...wait for them to settle down,

they weren't quite settled down yet
she has finally settled down
there's no punishment at home for skipping school,
a good student...slips occasionally...slip down on his grades
it's earning the respect...through achievement, through recognition
he doesn't flare up very often,
he's like a volcanic eruption
he doesn't flare up
they (students)...get to be a problem
That (rule) got passed down this year.
He...takes care of the dust (on the teacher's nametag)
I got ready to throw the book down,
we took it upon ourselves to meet
(he) likes...make contact, eye contact
you get repetition and crybaby and all that trash
(misbehaving) hits all levels, all ages, all colors,
I'm waiting for the first student to
take this head spin (misbehave)
that (punishment) doesn't make a whole lot of sense.

CHANCE

it's part of the breaks.
they...get their chance to show me what they know.
(teacher doesn't) give us a chance to misbehave here.
(teacher) gives them some choice in the classroom,
I always have to give them several choices for an answer.
it would give them options...on how to make choices in the future,
I give them a chance to say why
it gives the kids a chance,
you take a chance
Each child gets a turn, (reading)
I want them to have a clear choice.

EMOTION

(she's) quiet but she is starting to come out of that
the other teachers get mad at me...(not) downgrading for spelling.
I get upset.
I get...upset when I make mistakes.
he was in a panic to get done.
they all get tickled at me
I'm allowed to get angry.
I can get mad,
they're getting anxious to leave,
He gets bored with the lesson
they get frustrated
it gives them more motivation
We were given that feeling from the front office.
It gives them that feeling of achievement.
(I depend upon kids' reactions) to keep us interested, (2)
it keeps them interested in the lesson.

I have to cut them off, ...it keeps their interest up
(their) motivation...tells me
seventh period is not highly motivated
they're passing that (attitude) on
What it is is the humiliation of an eighth grader
having to bend over and (be) put in that position.
"never...allow...yourself to be put in that position."
(students) put some humor into (their answers)
put themselves in that position (of being laughed at)
she's a little put out
it took all of my control
she has turned from being...shy
I want for them to feel that (it)...is...important
I want them up for...class,
I want them to feel that accomplishment.
I don't want them going out of here wound up
you want to frustrate him absolutely into a hole,
my own attitude affects this lesson.
(the students are )more sure of themselves, more assertive
in their attitude.
they're close...in their attitude,
Look at their attitude
it relaxes their attitude
we need to relax their attitude.
he starts...noticing (his) attitude
we're going to see a stricter attitude.
you have that kind of an attitude...passing it on
they know my attitude
you never know what the personality attitudes are going to be
their attitude is worn out.
(thirst & sweatiness) are building up...(to)this...kind of attitude.
they're very quiet in their attitude.
I...put him...with (them)...because of his attitude
his attitude is eager.
her attitude was the big soul sister
she came...with this attitude
her whole attitude changed.
my attitude changes to a child,
teacher's attitude is a big, big thing.
you get to see these different attitudes.
They sort of group together in their attitude
I'm seeing big changes in their attitudes,
with his attitude and behaviour, he is the leader
my attitude towards him changed
I can see different attitudes
it helps to set a friendlier attitude
it...doesn't change my attitude
they have a better attitude
physical proximity...makes them closer in attitude
It flared (up kids' biases)
that attitude...you do settle it down.
(he) can slip over to being obnoxious,

she would slip into...an angry silence.
he is going through that having to prove himself
I'll live through it without wanting to pinch his little
head off.
he has gone through his heartthrob stage,
phases that the kids go through
I'm not zippy and zingy
the desire comes for better.
respect...is what I want.

GOAL

the girls want to go into a profession;
most of them want to go into professions
One of the girls...wanted to be a checker at the Safeway.

GRADE

both of them will get a 90.
he dropped (grades) off in all his subjects.
he dropped in all of his subjects,
what are they going to get on their grade.
He did get a mark
The lowest they're going to get is a 60,
she doesn't get credit...she gets credit
give them a zero on the whole assignment.
this is...to help give achievement,
I don't take off (points) (2)
we take a grade,
it brings their grade up ten points.
it's their chance to bring that grade back up,
"What (grades) did I make?"
she needs to...make up for it (credit)
they have a higher score than they thought

IDEA

he's a little slower...catching the idea
she won't come out with a new idea,
get an opportunity to share ideas...to come up with things,
I just want to get an idea;
to give them an idea of what life was like
give him an abstract concept
it kind of hits them as a fresh idea
key ideas, things I want to do
certain ideas that...I want to accomplish
I don't..want them to (form my opinion)
I don't want them to see just my side of it.
he expresses his thoughts
they respond to that thought.
they thought about it so much
It interrupts my train of thought

I've lost the thought that I had.
a lot of 'em still don't have any thoughts
kids will...take the opposite stand
we all look at dueling (as a romantic time)
they want in-depth reasoning and thought.
kids have to make the decisions.
I didn't make many decisions.
they're having to make choices
I wanted him to...make a stand.(position)
I wanted him to make his position.
they're going to...make a decision.
I make them make decisions.
I would like you to make your choice

INFORMATION

the kids got a hoot out of it,
they follow ...what we're covering at the time
(teacher) interrupt(s) them to make a point
did you catch that?
I didn't..catch what he said
There's one or two that I didn't catch,
I caught most all the comments.
criterion that comes forth.
when I come back in with the review questions.
"I can't come up with that many questions."
you have to come up with six.
"... I can come up with six."
I said, "You only have to come up with six."
word...comes out...spontaneous
that list comes out,
I make them come up with a decision.
they can't come up with that one answer,
it just comes out that way.
if they have the basic overall view,
pieces are going to fit into place later on.
if I don't get anything (responses) then I'll go on with it,
gave them one whole class time to...get their information,
they get (the answer) wrong
"I can get one of them", (answer)
to get a fair view of it, and...of this class,
you voice opinions
they'll give me the whole situation
I give my kids a lot of feedback
"I didn't give them mine, I didn't know that they were
going to copy my answers"
They need to be set straight on information.
They need to be given...information.
"I don't think I want to give her reason to use it."
I let them give opinions,
give them a short precise answer
You have to be able to give reasonable explanations.

I will give them both sides,
To give you background,
I give them answers as we go through class, through the lesson.
(I give) the silent vote of confidence
I can give them a "for instance."
I can give them something that happened to me;
I will give them a situation,
I give them little anecdotes about the (historical) person
I give them my opinion...
I'm trying to give them a little hint without giving it away,
I try to give them the meat and potatoes of the lesson
She has good comments to give.
gives her answer
he'd give you that answer,
he'll give me a wrong answer.
I try to give them today's situations so they can see the past,
I give them an anecdote;
I will give them a personal anecdote
I can come back...and give them the same little anecdotes
that I gave when I taught the lesson
these anecdotes that I've given them in the past
the kids were upset...because we're not given a reason.
I have given my viewpoint,
I'm...just giving the beginning of the...(basics)
it hits them all...you know. It's background,
I try to hit on things that they are familiar with.
(prejudice)...hit hard with them.
I depend on them to have reactions,
let them share (anecdotes) from their life
kids need information.(2)
they are being given opinions and not facts,
immediate feedback...they pressure me for that.
I give...a lot of feedback and I put the burden back on the kids.
they don't...put things in their own words.
put them in their own words
I get a true reaction from the kids if it doesn't work or not.
I take them from my own opinion.
you have to take everybody else's word for it.
Do not take this book as the gospel truth.
it takes too much space (to write)
I had turned over (pages to see) what was coming up
kids turn to him for the answer.
I want to know where their...knowledge is.
They want the full scope (answer).
they don't want to go in depth (into the answer)
If...it's not a major point, skip it, and go on.
Principal...comes over the P.A.
they took it as it came.
they want that immediate feedback
they want to get it back (feedback)
the whole crux of what somebody needs,(is)...lost.

interrupt them to make a point
(a) word slip from a child

LEARNING

blank faces...I thought...I was getting through.
hearing it orally is going to...trigger them later,
I...didn't think that they were going to get the name.
"I know what it starts with, but I just can't get it"
they're getting real good at doing (bar graphs).
I want them to get just the basics.
they have picked up that (saying)
then they see what it (is)
If we're having trouble we go individually to (her),
I feel like I have lost this row of kids.
she was lost...failing.
it didn't make the impression (on them)

LESSON, CLASS, PERIOD

it would be hard to keep (math) lively,
that's not the only way I want to break them (my group) down.
I could break down each group...a little bit.
they are going to fit into the scheme
the class... now she fits into it.
he was just trying to fit in (the class)
the classroom needs to be geared to the kids,
I'd like (classes to) get better.
I'm getting through the other classes
another class accepts what I give in the class,
it's "a course I have to take."
make it an enjoyable course to take?
they can't take (other courses)
every kid ought to take Eng-- reading.
I took my second period
she wanted to get out of reading
we work our way through half
I (try to) make these people...real and alive
stories, or pictures,...I...pull in to make it more real,
It lightens up the class,
she drives us through some of those boring lessons
I went...to get a fair view of it, and a fair view of this class,
They (fifth period)...they carry the ball and go.
(Two names)...had to carry the class
the two girls...carry this class
the burden has fallen on (two students to carry the class)
it's really fallen onto the two girls to carry this class

MIND

a mental image...keep it in your memory.
"What makes it okay for him to borrow your brain right now?"

it breaks my concentration
I'm trying to...get them to be thinking about (careers)
I'm trying to get the kids to look at careers.
I was putting things in my mind
it was all real fresh in their mind
your mind made up
they're (instances) fresh in their mind.
There wasn't any doubt in anybody's mind
problems that are on their mind that aren't allowing them to listen
the mind is somewhere else.
(course guides were) on every child's mind today,
that was uppermost in their mind,
it's all going to gel in their minds.
(The principal) has (testing) in his mind,
I wish I knew what was foremost in his mind
that dislike was...in the back of my mind.
go in (a meeting) with your mind made up
we talk about anything...whatever's on their mind
it's fresh on their mind
(instances) are fresh in their mind.
I had it in the back of my mind,
(not thinking) doesn't work in here
he has good insight.
To make you see how we got where we are.

PRAISE

we want other kids...to be in the limelight;
The compliment will bring him right back up.
that's all it takes, a compliment

TEACHING AS A PROFESSION

I...gave myself that right.
I catch a lot of flak from the other teachers,
I always get caught every time we do this,
I get caught a lot of times...on trying to present to kids,
sometimes I get caught doing my "guilty" things.
learn to take that flak...we deal with that a lot of times.
not getting any help from the front office
you get a hold of momma
be able to take the flak that you're gonna get.
(the students' challenges) keeps you on your toes.
I'm going to need some help from somebody,
we don't agree with this place, pass, fail, retain trash.
(teachers) who aren't towing the line.
they put me on the spot and say, "Do you think that's fair?"
It doesn't take but one time to be put on the spot
put the main emphasis on high school.
We ran out of paper last year.
I can't take sixth grade.
It's easier...to take attendance

you have to be able to take the flak
it takes experience.
it took all of my strength
lots of things I need to work on.
parents say...you make the changes (in the students)
I don't like to make mistakes.
other teachers...are not allowed to make mistakes.
the only way to make it in this room
I am allowed to make mistakes,
I skip things,...I don't concentrate.
(we)slip occasionally and say something
I am attuned to all of this moving around,
I teach from that point of view,
(a teacher) wanted to move to counseling.

TEACHING TECHNIQUES

Each year I want it to get better.
you have to keep (a teaching strategy)
each lesson I look at different approaches...and then within each approach, how can I best reach certain children,
there is no way...I can work with the low-level child that low.
I...work at (teaching)
It never works out the same.
(it's) working out odd this time
I...stuck with Friday because it worked
we work several different methods,
(explaining) that's what makes it work
(explaining) works
(a balance of strict & loose) seems to work easier.
you have to work with...the personality of each class.
peer pressure...works better
you make it known what you have to do.
if I skip her or go out of sequence
I have to be real to them, or it's not effective.
spur of the moment teaching
we...have to bounce around until we get to that group.
I'm...picking out the people who have a book close by
I picked up on that
There's nothing extraordinary...you could pick at on them,
I pick up...kids'...individual patterns
You pick out the most reputable people and you try to stick with them,
I can pull out my advanced kids and put them on contract.
"I put you in because you know the answers to this."
(personal touch) is an attempt to reach or communicate
I take the opposite side myself,
I was zeroing in to the person
put the burden back on (the) kids (to decide)
put the burden all on them (to decide)
I had to...make (the explanation) personal

I had trouble
I have some trouble
I've had trouble
we had trouble
I had trouble
this class has more trouble
she's not in much trouble.
I don't have that trouble with some
all day long, you'd be in trouble
what word are you having trouble with,

WORK

we start working on the first day
(she) was working at that point
go ahead and start working on it.
the way it works out you'll read...every other day.
it cuts down on some of my work load,
they work at a variance,
they work smoothly together.

FRAGMENTS NOT CATEGORIZED

wait and see...if she comes out a leader again
it (small picture) comes out as big as you want it
(the board is) looking for new blood
high school graduation...wasn't that big deal.
hush-hush deal that there's not gonna be any graduation.
it dropped off (those who received an allowance free gratis)
(I) saw how much he had to give,
they're all going to lose the privilege
he (has) taken over a leadership position
he took over the responsibility
High school will be tops
Every other turn (teacher & a student) were bumping heads
I didn't make the rules.
they are going through puberty.
(Name) will come through for me here.
And so when they're given the freedom, they have used it.